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ABSTRACT

During 1970 Florida's University and Community College Systems held a workshop to discuss the idea of a curriculum continuum that would begin at the community college level and extend through the upper levels of graduate work. It was acknowledged that any continuum involving more than 1 level of education should include flexible opportunities for admission, graduation, and readmission as long as appropriate. It was decided that some form of social welfare education would be a likely candidate for such a continuum, and the Social Work Education Project was developed. Social welfare is a vital area to growing societal demands and those responsible for the curriculum design recognize their interdependence. This document presents an overview of the problem as a whole, offers illustrations of the Florida innovations that are underway in such a continuum, and suggest directions that might be taken to realize this objective. (HS)

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CURRICULUM BUILDING FOR THE CONTINUUM IN SOCIAL WELFARE EDUCATION

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CURRICULUM BUILDING FOR THE CONTINUUM IN SOCIAL WELFARE EDUCATION

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FROM THE EDITORIAL BOARD

The need for cooperative planning among public and private universities, colleges, community-junior colleges and vocational-technical educational centers has long been recognized. In recent years the increasing complexity of educational problems and the limited fiscal and human resources available to meet them has made such planning on a statewide basis even more essential. The studies, recommendations and final report (*Florida Post-High School Education: A Comprehensive Plan for the 70's*) of the Select Council on Post-High School Education constitute a major contribution in this direction. Two educational conferences called by Governor Reubin O'D. Askew during the past year have provided additional support for cooperative interinstitutional planning at the post-high school level. The first, *An Invitational Conference on Post-Secondary Educational Opportunities for the Disadvantaged,* held at the University of Florida, March 24-25, 1971, was attended by approximately nine hundred educators, agency representatives, legislators and concerned citizens. The Governor's Conference on Post-High School Education, held at the University of South Florida, December 6-7, 1971, was attended by a vast majority of the presidents of public and private universities, colleges and community-junior colleges and the directors of area vocational-technical education centers. It should be noted that each of the above cooperative educational planning endeavors has had the support of the Commissioner of Education, the Chancellor of the State University System, the Director of the Division of Community Colleges, the Director of the Division of Vocational-Technical Education and the heads of most public and private institutions of higher education in the State of Florida.

In order to capitalize on the growing interest in collaborative planning the State University System and the Division of Community Colleges, with the assistance of a federal grant available through the Division of Family Services of the Department of Health and Rehabilitative Services, initiated in 1970 a statewide Social Work Education Planning Project. This project, which is reported to be the first of its kind in the nation, has a number of noteworthy features. It is designed to determine as accurately as possible the current and projected manpower needs for professional and paraprofessional social work personnel and to assess the extent to which the institutions of higher education in the state are preparing graduates to meet these needs. In order to assist the project staff, two advisory committees were selected. One consists of representatives of public and private universities, colleges and community-junior colleges; the other is composed of representatives of agencies which employ social work and other human service personnel. Both committees are involved with the pre-service and in-service training requirements necessary to produce qualified manpower for the future.

This volume is the second in a series of publications designed to highlight some of the significant findings generated by the Social Work Education Planning Project. The monograph series also serves as a vehicle to communicate the findings of other research efforts which result from collaborative planning in higher education for other professions. This series, begun with issues relevant to Social Work Education, will be important for Florida and will provide directions for other educational and manpower planning endeavors.

COLLABORATIVE PLANNING IN HIGHER EDUCATION FOR THE PROFESSIONS

MONOGRAPH SERIES

1. *Continuing Education in Social Welfare: School Social Work and the Effective Use of Manpower*, edited by Michael J. Austin, Jeffrey Lickson, and Philip L. Smith, February, 1972.
2. *Curriculum Building for the Continuum in Social Welfare Education*, edited by Michael J. Austin, Travis J. Northcutt, Harold H. Kastner, and Robert O. Turner, June, 1972.
3. *The Field Consortium: Manpower Development and Training in Social Welfare and Corrections*, edited by Michael J. Austin, Edward Kelleher, and Philip L. Smith, June, 1972.
4. *Statewide Career Planning for Health and Welfare*, edited by Michael J. Austin and Philip L. Smith, August, 1972.

INTRODUCTION

Periodically educators gather to discuss the ideal curriculum and speculate on how wonderful it would be to have an opportunity to make this ideal operative. During the early part of 1970, several representatives of Florida's University and Community College Systems found time for such a gathering and discussed a desirable curriculum continuum which would begin at the community college level and extend through the upper levels of graduate work.

It was acknowledged that any continuum involving more than one level of education should include flexible opportunities for admission, graduation, and readmission as long as appropriate. If the curriculum lends itself to a career ladder at which each level of program completion leads to immediate employment, provisions for re-entry from employment status on either a part-time or full-time basis would be essential. Ostensibly, the ideal continuum would provide meaningful, unduplicated curriculum experiences that facilitate student transition from one academic level to the next. Equally apparent was the fact that standard obstacles such as diverse interests reflecting respective educational levels, uncoordinated administrative controls, insufficient resources, and lack of interdisciplinary commitment would have to be overcome.

As the discussion progressed it became apparent to the representatives (authors) that the leadership of both systems had a professional obligation to develop a continuum model which would provide guidance for not only Florida, but the nation. As enthusiasm built for development of such a model, exploration of potential program areas led to the identification of Social Welfare Education as the most likely candidate. After several intermediate, and at times exhausting efforts, the Social Work Education Project, represented in part by this publication, was born.

The following materials represent the product of these deliberations and efforts. Social welfare education provides an excellent, complex field to develop such a continuum. The area is vital to growing societal demands and those responsible for the curriculum recognize their interdependence. Part I presents an excellent "Overview" of the problem. Part II depicts illustrations of the "Florida Innovations" which are underway to implement such a continuum. The remaining Part III suggests future directions which might be taken to realize this objective.

It should be evident to the reader that the discussions of the following pages include the essential ingredient for making such a gigantic task possible—that is able, intelligent, professionals dedicated and committed to making it work. We invite you to search this material for an understanding of what is possible and what can and will be.

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FORWARD

Social Welfare is a major issue in our country today. Vast amounts of public funds are required to operate the programs of public service. The public is concerned about how their money is spent in training qualified personnel and delivering quality social services.

The Social Work - Social Welfare Education Project staff has been deeply immersed for the past two years in the complex problems of education and manpower utilization to coordinate and develop an improved system of service delivery. Representatives from all levels of higher education and from agencies employing human service personnel have worked together in the search for better methods of assisting those who serve and those who are to be served.

Traditional patterns of service delivery have proven ineffective in providing service to an expanding population. New models have been developed that require a rethinking of the educational programs available for training personnel. The personnel requirements of agencies are changing continuously. There is now a complete cross section of the population from all social and economic groups that wish to work in a service industry that contributes to human betterment.

Recognition of the social and economic differences of those who wish to serve has caused creation of new programs in higher education that provide the flexibility for those not able to follow the traditional path of academic achievement. The concept of a curriculum continuum has grown from this recognition.

The community colleges of Florida are beginning to offer programs in human services education, e.g., mental health technician, mental retardation technician, child care, probation and corrections technician, etc. Several of the state universities are expanding undergraduate curricula in social welfare education. Florida State University will soon add a one year masters degree in Social Work built upon the undergraduate social welfare major. These developments have come about because of the cooperative efforts of institutions and agencies working together to solve mutual problems. This cooperative effort did not come about easily. When the Social Work - Social Welfare Education Project began, most of the institutions of higher education did not know what was happening in their sister institutions. Programs with similar titles were different in content, and most important, the people didn't know each other.

Social Work as a profession has grown from the top down. The traditional pattern of training began with the master's degree. In 1970, the profession accepted the baccalaureate into the National Association of Social Workers and now consideration is being given to the accreditation of the Associate level community college programs.

These trends have led to the increased attention by agency personnel and educators of the meaning of differential staffing. The traditional organization of staff has led to an institutionalization of roles and functions. The patterns become rigid and are maintained in a hierarchy of authority which often has vested interest in the existing pattern or simply allows the inertia of time to continue them. There is a real question, therefore, as to whether or not differential staffing which is built on a new model of service delivery can be developed by redesigning existing job classifications.

The extent of coordination between educational programs and employing agencies has been the student field placement experience. There was little indication that the concept of career ladders or lattices had been considered for the persons to be employed. The community colleges had been developing programs based upon the special needs of a local agency. These special needs limited the graduate of the program to restricted job markets. Technical education meant terminal (dead-end) jobs and this was accepted by faculty, students and agencies alike.

The question of job supply and demand is also a critical one. Community college faculty in Florida feel that they have been "burned" too often by the lack of jobs for their graduates. Programs sometimes fail because they are directed to a limited field. Graduates are unable to find jobs for which they have been trained, or agencies have not been able to utilize the personnel to the capacity for which they were trained.

Currently, the baccalaureate graduate is in a similar dilemma. The agency registers are full and budgets are tight. The few positions available are going to those with the highest examination scores and these applicants are not always the graduates of social work programs.

The graduate student is also not immune to problems of employment. The traditional pattern of the master's graduate as a direct service worker has caused frustration for the professional not prepared to assume the roles of supervision, planning, and teaching of staff development.

The growing commonality of knowledge in areas of human development, community organization and service delivery systems has been recognized for some years. However, few programs have been developed to provide for the most effective implementation of this knowledge.

Lack of recognition of the common base in human development has not resulted solely from a lack of information concerning the areas. In part, this has come from inertia to begin innovative programs and in part, the fear of disrupting any of the traditional disciplines. A variety of service professions continue to be trained as though they were isolated, separate programs with limited relationships to other service programs but perform highly similar tasks in the field. New human resources core curriculum programs have been suggested.

These and similar issues have been raised by the agency professionals and educators with the Social Work - Social Welfare Education Project staff. The project staff visited agency and educational institutions, collected data on all of the programs being offered throughout the state, conducted surveys of graduates of the programs, and brought together those people responsible for program operation.

When people have adequate information and are able to talk and work together, mutual understanding and coordinated effort can become the method of operation. The community college representatives were able to agree on the minimum requirements for their programs. University undergraduate respresentatives were able to do the same. Both groups influenced the representatives of the graduate programs.

In November of 1971, the program faculties of all the higher education institutions offering programs in human services - social welfare education met to hear representatives from nationally prominent programs as well as to learn about educational programs in Florida. This was a unique meeting because it brought together not only institutional program directors in Florida, but also the faculty members of these programs so that everyone could learn about new programs and contribute to future planning.

This monograph serves as one of the major final reports on educational planning for the Social Work Education Project. The first section of the monograph grew out of a Human Services Educators Conference which was designed to 1) present an overview of the need for a curriculum continuum from the community college through the graduate program; 2) provide a view of the human services career programs as they apply to the community colleges; and 3) the application of the curriculum continuum for undergraduate social welfare.

Part II describes innovations for Human Services — Social Welfare Education in the State of Florida. Santa Fe Junior College at Gainesville is experimenting with a Human Services Aide Program that is unique in that it is designed with a humanistic approach to preparing students for agency employment. Those enrolled in the program to date have a wide range of academic backgrounds; some have not completed high school, some are regular junior college students, others have college degrees and are returning to school to improve their skills and understanding of human services.

Florida A & M University has directed their attention to the development of the baccalaureate degree major in social welfare as the primary practitioner in the field, while at the same time encouraging some of the students to seek advanced degrees. Special attention is given to the role of the black student in social welfare education.

The undergraduate social welfare program at the University of West Florida is a new program established with the primary purpose of preparing students for graduate education in social work. The program focuses on the social work curriculum which serves as the prerequisite for moving students into the one year master's degree in social work.

The master's degree at Florida State University has progressed in new directions. These changes have come about with recognition of the new roles required of the graduate of this program. Supervision, planning, staff development, consultant, and administrator are now functions expected of the master's level professional. These roles require a different curriculum from the traditional direct service worker. The one year master's degree built upon developing undergraduate programs is now under consideration for implementation into the Fall 1972 curriculum.

The School of Social Welfare at Florida State University is engaged in the development of a new doctoral program which is designed to meet future needs by educating future teachers, researchers and administrators. New directions for doctoral education in social welfare are cited with emphasis upon the independent function of advanced social work education.

Part III provides the opportunity for the project staff to discuss the issues of the curriculum continuum in Florida. Articulation in educational planning is the process of communicating curriculum expectations between all levels of higher education. This definition has been expanded to include the process of developing a working relationship between educators and employers toward mutual goals. We found that communication and a mutual working relationship were required between community colleges, universities, graduate schools and agencies to produce an educational curriculum relevant for graduates of these programs and the agencies who will employ the graduates.

The need for a curriculum continuum that is flexible and provides for entry and exit points along that continuum to meet the needs of personnel is evident. Achieving the design for such a curriculum was a major goal of the Social Work Education Project. The process toward that goal is described in Section 13. Included also as an appendix is the Articulation Guideline developed by the Project Advisory Committee for articulation relating to the Associate of Science degree in Human Services as it applies to continuation to the upper division universities.

Any discussion of a curriculum continuum without reference to the students involved would be a significant oversight. The work of the project staff to identify the people who have chosen human services and social work educational programs as well as their feelings and attitudes toward their education and employment provides insight for future consideration by educators and agency program directors.

The development of differential staffing patterns in manpower utilization requires new roles for the MSW in private and public agencies. Graduate programs are responding to these new patterns with experimental curriculum. Out of our Social Work Education Planning Project we sponsored a Pilot Project for Staff Development and Community College Internship, carried out with second year graduate students in field placement as staff development officers in social service agencies and as instructors in community colleges. The findings of this demonstration project are reported in Section 16.

We have concluded this monograph with some observations from agency personnel and manpower planners about the future changes in curriculum which will be needed in order to meet the personnel requirements of new service delivery systems.

As with all large scale publishing efforts, special recognition and appreciation goes to our hard-working secretarial staff who survived numerous redrafts of this monograph; Mrs. Gail Cameron and Mrs. Sandi Patrick. Special thanks also go to Mrs. Alexis Skelding for her outstanding editorial assistance with all the monographs in this series.

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PART I

OVERVIEW

THE CURRICULUM CONTINUUM

Charles Guzzetta

The development of a comprehensive, integrated, overall curriculum for the education of people preparing to work in the human services is an idea whose time has come. Unfortunately, it is only the idea which has arrived, rather than the skill, commitment or willingness of many institutions to develop such a curriculum in a sound way.

In all curriculum work, there are four categories of concern which require conscious attention, if the product is to survive in any recognizable form. These categories are: structural, pedagogical, ideological, and political. Most of the time, conflict arises because of failure to deal adequately with the ideological and political concerns. The pedagogical-structural problems can be handled relatively easily, once the others are resolved. The specific development of a sound curriculum structure is neither terribly complex nor mysterious if these four concerns are managed in any realistic way.

The concept of a curriculum continuum adds several dimensions which significantly increase the complexity of the task. It is not the same as developing a series of separate curricula; that would be easy. A curriculum continuum brings into play forces which not only complicate the ideological and political decisions, but make the structural and pedagogical arrangements highly vulnerable to attack. Attention is not allowed to focus on a single, coherent, in-house curricular system, but must deal in addition, with conflicts arising from coordination, professional identities and anxieties, program locus and all other assorted interorganizational paraphernalia of integrating essentially different programs in a fashion which results not in a sullen cease-fire, but in enthusiastic endorsement. Anything less, and the whole structure of the continuum collapses.

The major concerns of curriculum development: structural, pedagogical, ideological, and political have been analyzed and discussed elsewhere. Since one goal of this paper is to develop or propose an actual plan or framework, discussion is limited to three major areas: extrinsic factors which require accommodation during the planning of curriculum, intrinsic factors which bear on the actual development of the plan, and then, specific recommendations for and a model of a particular approach to development of curriculum continuum which may be used in further discussion. The first two of these should present no serious problems; it's the third that will be shot down.

There are many extrinsic factors that deserve attention by serious curriculum planners. It is these supposedly unrelated factors which actually determine the level of creativity that is permissible, the scope of the program,

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the actual design pattern of the continuum, and other equally significant program features. Three specific extrinsic factors are selected with no notion that they exhaust the category, but selected to serve as illustrations — to make the point that sound curriculum planning in the development of a curriculum continuum requires this order of consideration. The three used here are: curriculum and societal change; program relation to the host institution; and program relation to other professional groups and organizations.

A serious problem in the current wave of curriculum reform is the failure accurately to assess the degree to which societal changes provide today's opportunities (and tomorrow's demands) for new approaches and designs. It is not sufficient for the curriculum to be responsive in the measured terms only of content change. That seems to be done well in most places. For years, the knowledge explosion in the physical, social, behavorial, and political sciences has been making drastic changes in content in all schools. Yet, both form and objectives have been remarkably resistant to implied modification in any planned way. The change has been episodic rather than planned.

For example, the blurring of sex roles has clear implications for social work and how it appropriately can be practiced. What always has been considered a female occupation has become and will continue to become ever more legitimate for men, since blurring of sex roles means not only that women can hold men's jobs, but that it works the other way, too. However, the increased entry of men into the field has profound implications for the change of the practice of the craft-changes which have been taking place for several years. As the "soft" behavior of casework becomes acceptable practice for men, and more men do it, the increased influence of men can be expected to change the nature of practice toward more traditionally masculine or "hard" behaviors. Advocacy, action, and administration will grow in significance, not as appendages, but as central to practice. The change in blurred sex role is both in knowledge (content) and form (practice).

Another example is the growing strength of the poor and other disadvantaged groups in our society. The change in content has been clear for a long time, from the focus on intrapsychic, middle-class oriented content, drawn largely from medicine and psychology, to study of data primarily from sociology, giving insight into class conflict, lower-class life styles, political behavior, the societal effects of discrimination and alienation, and so on. At the same time, change in form will be reflected in the increased number and significance of influence brought by paraprofessionals and their use of the human service professions both as career goals and as career and social ladders. This is a dramatic shift from the genteel occupation for unmarried middle-class ladies.

A final example is the increased fluidity of choice in terms of one's educational life, arising from changes in the nature of the industrial society which both creates the need for human service systems and provides the services to meet those needs. New knowledge about learning, added to changes in life styles resulting from shifts in labor-management arrangements, have made feasible the old pipe-dream idea of flexible, individualized planning for education. Economics, sociology, and political science content as well as information resulting from research in psychology, have changed vastly our information about how people can reasonably expect to live. A series of careers, rather than one life's career, will be the mode in the future. It has begun already. Moreover, we now know that middle-aged people can continue to learn as well or better than the young and that they may be as responsive to the opportunities of change as their children. Unions and other employee groups are winning retirement at half-pay (often by age 40) for their members. These arrangements provide ample opportunities for comfortable and decisive changes in careers. All these data are relatively new and are being taught. But their implications for changing the social institution of education — especially for the human services — have not been adequately explored. The straight-through educational run which is the rule at present may continue to be best for a majority of the students. But almost infinite varieties of plans can be designed to square with the social reality of the interrupted career preparation approach or the deferred career. Life indeed may begin at 40 for many, even though our educational programs today seem to suggest that life ends at 40 or soon thereafter. This variety of patterns has vast implications for a curriculum continuum and some aspects of these implications will be outlined subsequently.

The second extrinsic factor is that of program relation to the host educational institution. So basic are the effects of this factor on program development that it is difficult to understand why it is not always considered specifically by curriculum planners. In the professions, this relationship has been the subject of battles ever since the emergence of professional schools and their affiliation with universities. The graduate professional schools especially, have demanded autonomy over program and policy, with their claim that the academic disciplines which dominate graduate divisions are not competent to judge curriculum nor qualifications of instructors nor graduates in the professions. The graduate faculties and administrators have insisted, on the other hand, that if professional education is to be *in* the university, it must also be *of* the university and therefore subject to the same procedures and regulations as the other members of the academic community. The professions have demanded exemptions which cover just about every aspect of university functioning: admissions, course requirements, faculty recruitment, and even have insisted on salary differentials.

Gradually, the universities have been winning this struggle. Schools that are fiscally independent can hold out a while longer; that is, almost as long as their endowments last. But the private schools are deeper and deeper in financial trouble and the price of rescue is certain to be reduced autonomy.

Education for the professions — all of them — is becoming more and more a university operation. There is, however, a tradition of autonomy which will persist for a long time to come, even for the totally integrated university professional school. The loss of control of program will come first at the doctoral level, but the master's programs will be able to remain quite independent for much longer.

The baccalaureate programs have a different tradition. There, the human service professions and social welfare field have not generally been autonomous, but have been the creations of the colleges. Even where a university has a professional master's program in social work as well as a baccalaureate program, the chances are as likely as not that the baccalaureate program is within the department of sociology or within arts and sciences, rather than within the school of social work.

True liberal arts programs seem to be a vanishing breed, anyhow, a trend which was pointed out over a decade ago by Bisno. No one was listening in those days. Today, it has become clear that most of the students in four-year programs are engaged in some vocationally-oriented course of study. Such programs tend to function under the general auspices of the whole college faculty, in that the programs are subject to the same procedures and reviews as are other departmental offerings. While there may be some outside professional accreditation review, even this is not as distinct as have been the graduate arrangements and these programs have been obliged to stand or fall along with the rest of the whole institution in the reviews of regional accrediting bodies.

The introduction of education at the community college level for the human services has complicated these arrangements and relationships further. Although two-year colleges are moving rapidly toward some kind of autonomy, their development and tradition has grown from secondary education, not from higher education, and it has been technically and vocationally oriented, not liberal arts oriented. Their tradition of administration is much more hierarchical in structure, with ultimate authority for major decisions, including curriculum decisions, vested in the principal who only in the last few years has come to be called the president. Moreover, the fiscal supports — and therefore the effective control — tends to be much more dependent upon a local tax base, allocated by local citizens, while four-year colleges have been either independent fiscally or have been supported by the state. Curriculum planners overlook this difference in relationship and tradition at their peril. The implications for a curriculum continuum must be clear and will be noted again later. The point is that the setting of the program in the institution affects content, cost, and practice and thus is at least as important as the actual curriculum structure in how the program is carried out.

The third extrinsic factor affecting a curriculum continuum is the relation of the program to other professional groups and organizations. This is akin to the factor just discussed. At one level, professional programs usually have to satisfy the standards of the profession's accrediting body which, in operation, is a professional organization outside the university, even though it's inside the profession. It is curious that professional schools lately seem to have come to resent this important relationship and to consider it outside interference with their development, rather than both a means for protecting professional standards and a club wherewith to beat the university administration at budget time. Part of the problem is the dilemma posed by this association with an outside group — the closer the program is to its professional accrediting body, the farther it may be from its sponsoring institution. Another part of it is the constant threat of being found wanting. Standard-enforcement is bound to hurt some programs in order to protect the field. Within a few years after the Flexner report on medical education, early in this century, about half of the medical schools in the country were closed. This was dramatic, to be sure, one of the most remarkable educational reforms in history. But no innovative program can feel entirely free of the threat.

The relationships between the program and other professions are certain to have profound, if indirect, influences on any curriculum continuum. The human services almost always are performed under the supervision of or in cooperation with other professions. Questions concerning the nature of this interaction, differentiation of services, ultimate responsibility and accountability for service standards, and such must influence what the human services and/or social welfare workers are taught, and how, and where.

Even within a field, these relationships are significant for curriculum planning. Are holders of the associate of arts degree part of the profession? In social work, the baccalaureate only recently gained entry into recognized professional status. Of course, even the word "recognized" does not end it. The B.S.W. gained entry into the professional organization and his programs may soon be subject to an accreditation review, but the battle is far from over where it counts most: at the point of employment. Issues of relationship are yet to be resolved, such as whether the associate of arts and baccalaureate degrees really are part of professional education or merely ancillary to it. The answer to this still leaves the question of who should control programs before the master's. In this one area alone, the human services present a diverse and confusing picture, compared with other fields. Social welfare may be emerging as a unique field in this respect, with the possibility of a true career ladder within the curriculum continuum. In the health services, for example, no such ladder exists. Completion of the program of professional nursing is not a step toward the M.D. degree. They are different professional programs, even though they deal with the same problems, side by side, in the same setting.

Social work education denied the logic of a curriculum continuum for about as long as it could. Nearly ten years ago, the independent National

Society for the Study of Education reported its survey of professional education and observed that "despite the attitudes of the leaders in social work education . . . undergraduate education of social workers will have to be attended to in much more systematic and recognized fashion in the future . . . Despite the profession and despite the schools, social work education will undergo considerable change." (p. 253, #2)

It should be clear that these and other extrinsic factors do exercise great influence on curriculum construction. That influence can be beneficial, if it is understood and consciously dealt with. When the passion for a theoretically, abstractly "ideal" curriculum ignores these factors, the product may be beautiful but unworkable — a pedagogical *Titanic* which will not reach its educational goals.

The intrinsic factors in the actual development of a curriculum plan more often receive conscious, direct attention. Problems arise not from failure to understand their significance, but from failure to carry far enough into actual program the implications of their influence. As with extrinsic factors, many could be listed. Those discussed here are simply examples, selected to illustrate the point. These illustrative factors include: level of learning sought, roles of graduates, style and focus of offerings, learning elements, and program assumptions.

Decisions on each of these are related to decisions on extrinsic factors, and vice versa. For instance, where the associate of arts program is considered preparation for an ancillary role to "really" professional human service workers, one order of curriculum is appropriate (support); where the degree is seen as a step toward professional status and service, another is proper (preparation); where it is itself considered a professional program in a continuum of professional studies, quite a different plan is required (independent but interrelated).

It is the interdependence of considerations such as these that make curriculum difficult in a continuum. For example, the level of learning sought at any given point or within any given learning experience is largely a function of the decision about roles perceived to be appropriate for graduates of the program.

Much has been written about learning level and worker role, but they cannot have much meaning considered apart from each other. A single category system which involves concepts of both is certain to be vulnerable, but one attempt at such a unitary view might be:

introduction — foundation
affiliation — affinity
intern/operational — preceptor
skill/operational — design

Such a listing involves elements of both learning level (in terms of introduction through skill) and role (in terms of affinity with human services through design of them). In each learning experience, a determination must be made about the degree of sophistication required by the learner for successful performance at the desired level of skill.

The style and focus of the offering gets to the matter of class and field, and theory and performance. It is not a matter of level so much as one of balance. The objective "mastery of knowledge" may clash with the objective "mastery of craftsmanship." Both may be sought, but the balance between them varies in any given set of curriculum plans. Craftsmanship may be more prized at one level, while scholarship is preferred at another. The focus for the program is responsive to this decision, but not necessarily in the way expected. Generally, a decision to opt for a skilled clinical practitioner, light on theory but heavy on experience, has tended to favor extensive field teaching. It is an assumption that has been receiving some deserved revision. We now know that theory can and should be taught anywhere — class, field or a nearby cow pasture. The traditional assumptions of this decision for actual teaching style are being reviewed, too. Etzioni wrote recently that education "flows best down a status structure" and that when teachers lean on the students for their own education, "It does not flow well". (p. 45 #5). This interpretation of education remains the most popular, despite much rhetoric to the contrary. However, it is under siege and can be expected to give way to other styles, especially the collegial.

Other influential intrinsic factors in providing curriculum direction are program assumptions. If the program is assumed to be a way of training people for particular jobs, the craftsmanship choice moves to the field. If the assumption is that the student is being prepared to deal conceptually with problems and issues in the services, the classroom may be central. Or, the relationship of the student to the program may be assumed to be contractual — to provide learning experiences which enhance student development as the student wishes it. This would require a variety of learning experiences in a variety of settings and modes.

In all these decisions, elements of learning must be addressed. Often called "knowing, feeling, and doing" or "knowledge, attitudes, and skills," they might more precisely be seen as "cognitive, affective and psychomotor." This increased precision of designation tends to highlight certain problems with such a breakdown of learning elements, because it makes more clear that some of them are more appropriate to college-level work than others, and that while each is achieved through a learning milieu which may differ markedly from that used for the others, the learning of any one is closely interwoven with each of the other. Psychomotor learning involves practice, observation, and/or supervision and development of skill in the sense of achieving the level of performance which virtually eliminates conscious consideration of the act. Since this is properly called "skill," it is no wonder that students and teachers are confused by phrases such as "skill in use of self." The mastery of psychomotor skill calls for a different sort of design than that aimed at cognitive or affective learning. The affective element is vitally important in human services, but unfortunately, we know relatively little about teaching it and rarely apply what we do know. "The more highly educated . . ." wrote a distinguished British sociologist, "have learned what they ought to like and what they ought to feel . . . but their actual behavior is rather differently determined." (p. 108 #8)

A good bit is known beyond exhortation about teaching values, but little seems to appear in curricula. This element often is left for the field teachers who seem to be expected to divine the outlooks, attitude and philosophical determinants that guide student behavior. Curriculum continues largely to be a process for ordering the cognitive element of learning. Performance tends to be expected at the end of an experience, and this expectation is seen in the "steps" often assigned to learning. A typical example is: intake, manipulation, and application (pp. 62-63 #9). These processes or operations are seen as occurring along a sliding scale, roughly equivalent to a campus-field scale, the exact balance of which is determined by decisions about the nature of the program as well as the particular point in the continuum under consideration.

However, the weakness of such a clear separation is that there is almost no such thing as purely cognitive elements. The very selection of content rests upon value judgments (as any teacher who has served on a curriculum committee knows) so that the affective element remains almost a constant—albeit a covert one. Even non-judgmental direct field experience is a vehicle for affective learning. In discussing presumably neutral clinical learning, Shoben put it this way: "The symbol of the clinic turns out to be the modern pointer to the inevitable ethical questions that each man must face . . ." (p. 64 #10). Not only must the psychomotor and cognitive fuse with the affective — they can. It is in the synthesis that the integrated learning experience takes place, both formally and informally, in class and in field. Curriculum design seeks to avoid being torn by the apparent conflicts and gains strength through the fusion.

This principle of fusing apparently conflicting elements in the curriculum is useful throughout a continuum in resolving disagreements which often are semantic or artificial despite the energy used to defend one position or another. Thus, concept formation develops both from differentiating and from integrating; intelligibility both from analysis and intuition; information in a media-oriented society is incorporated both from sequential arrangements of information and from simultaneous, relational experiencing of information, and so on. (#7) All this may be interesting theory but it is the application that counts.

The consideration of extrinsic and intrinsic factors in the development of a curriculum continuum for the human services/social welfare reveals a limitless variety of designs, all quite feasible. The following designs are based on conscious decision about those factors. For one, it is assumed that any continuum must provide for entry or exit at several points. Thus, each component in the continuum must be independent and furnish the graduate of that component with a legitimate occupational preparation. To be blunt, certification of completion at each level should be marketable. Each component must have this sort of internal integrity while at the same time serving as a legitimate preparation, or base, for the next component. The relationship must not be that between professional and non-, sub- or paraprofessional, but among independent, but interrelated occupations. The associate of arts graduate thereby could not be the servant of nor aide to the human service professional, but would have responsibilities different from, although related to those with other preparations.

The relationship should be enhanced by planned integration of each component with the one preceding and the one following it, and each succeeding component should grow logically from the preceding one. In such an organization, the interesting, decisional activities appear throughout all components, and are not reserved for the more advanced levels. The separation often seen in curriculum continuums seems to suggest that only holders of advanced degrees can be trusted with moral and ethical decisions. In effect, this is an enforced childhood and adolescence, which saves the independence of adulthood for others. Similarly, technical competence appropriately belongs in each component, with differences more a matter of kind than degree. That is, given X as a particular technical competence, it is not properly the case that the AA does X poorly, the baccalaureate does X adequately, the master's does X skillfully, and the doctorate does X magnificently. Rather, the associate does X skillfully, the baccalaureate does Y skillfully, the master's does Z skillfully, and the doctorate tells them all what they did wrong — and right.

All components would be contractual in nature. A certain result should be specified as qualifying for completion and the candidate should be able to be certified — even licensed — to practice when he could establish that he had achieved the appropriate level. Ability to demonstrate competence would abrogate major requirements of that component. It must be granted that this kind of plan is an administrative and bureaucratic nightmare, but what administrators would lose in neatness and order, education would gain in flexibility and service. The plan would place greater responsibility on teachers and "like most people in our culture, teachers often try to exchange the anguish and feelings of uncertainty that accompany genuine decision-making for the security that comes with conformity." (p. 22 #4)

There are, however, distinct differences both in type of contract and direction of orientation of program within each continuum component, also a function of the interplay of extrinsic and intrinsic factors. Since the human services/social welfare workers function, perhaps more than any other professionals, in the general universe of man, it is vital that they have basic understandings about Self and Society and the nature and form of human activities which constitute the worker's arena of action. Since before 1960, Werner Boehm has sought social work's attention to the implications of this needed foundation knowledge and insight and many of his recommendations are incorporated in modified form into this section. All human service workers should understand social groups, human development, cultural and social institutions, and so on, and not simply from one point-of-view, designed solely for the program, but in the broader view of generalized knowledge. This learning should be broad enough to permit the student to change his mind and alter career goals in mid-stream without penalty. This means that watered-down courses from sociology, psychology and elsewhere do not serve the purpose of any competent program at any level. The studies should contribute to professional understanding without destroying the integrity either of the discipline or the human services program.

Obviously, such content comes earliest in the continuum. A study by Sielski showed that such content was found valuable by virtually all respondents in the baccalaureate program at Florida State, while there was question about certain other content (#11). Given the realities of societal change, program relationships, graduate role, level sought and the other factors discussed above, a program model still can be built which takes account of these through four factors: level, content, field and orientation.

Chart I

Basic Curriculum Continuum Model

	Associate	Baccalaureate	Master	Doctor
Level	Foundation	Affiliation	Preceptor	Monitor/ design
Field	Joint/ co-worker	Joint/ co-worker and solo	Supervised solo	Solo with review
	Exposure experience	Generalist	Specialist	Formulation/ overview
	Community based	Agency based	Regional based	System based
Orientation	Community	Basic education operational	Speciality operational	Management/ design/ teaching
Content	Service structure	Resource structure	System analysis	Analysis and evaluation
	Agency network	Program linkages	Issues and alternatives	Design and implementation
	Professional language	Practice principles	Practice and design	Related structures

All levels should contain considerable theoretical content. It is theory which permits transfer of learning and general ability. Moreover, to paraphrase Sir Keith Hancock, "those human service workers who have no theory fill the vacuum with their prejudices." (quoted in #6).

Applied specifically to the field of social welfare, actual course content assignment can be seen to yield a literal model for curriculum which may be applied, *mutatis mutandis,* to the entire range of curriculum. Based on the humanistic disciplines, the curriculum develops through knowledge from the social and behavioral sciences into specific social welfare study, into application, the whole model being moved forward by the upward thrust of the central purpose of values in action, in a structure which might resemble a Jungian fantasy. (Chart II).

Obviously, each of these proposed models is somewhat fanciful and each may be fatally flawed. They are simply trial balloons in an area of curriculum which has little by way of precedent, but which surely represents the emerging future. That fact is both the threat and the promise, the warning and the opportunity. The present patchwork of programs surely is doomed. It is those who attend seriously to the development of a sound curriculum continuum who will mould education for the human services and social welfare for the next generation.

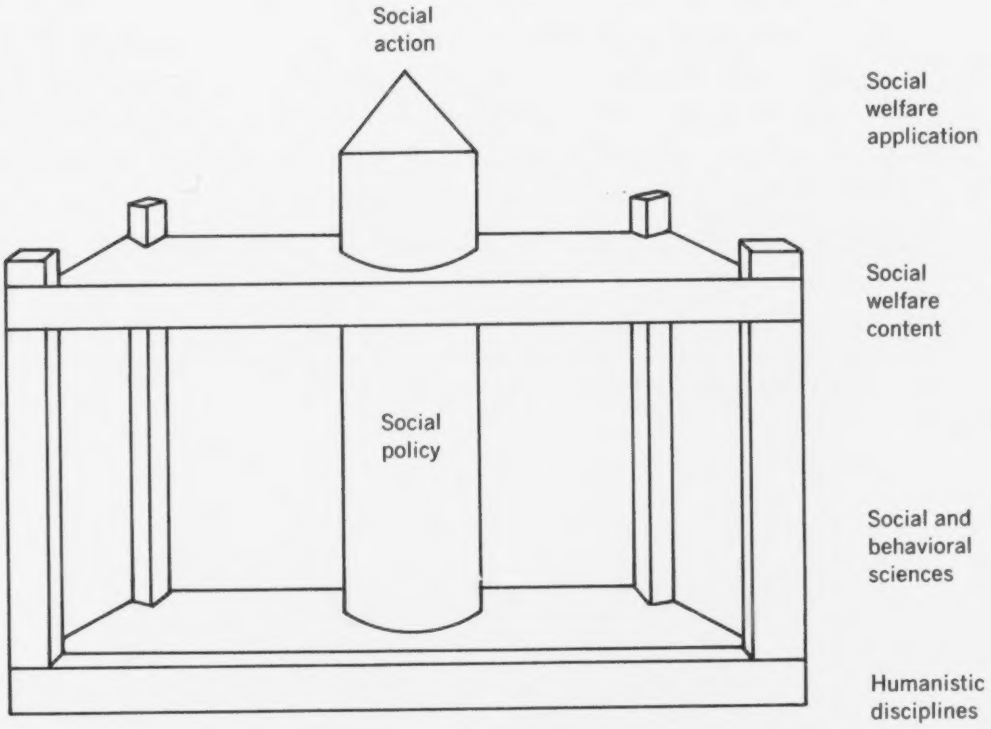
Social action
Social welfare application
Social welfare content
Social policy
Social and behavioral sciences
Humanistic disciplines

Chart II
Curriculum Model

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CURRICULUM FOR HUMAN SERVICES CAREER PROGRAMS IN COMMUNITY COLLEGES

Joan Swift

As I prepared for our discussions today, I found myself wondering about the assumptions that lay behind our topic: the Curriculum Continuum in Social Welfare - Human Services Education. A number of questions present themselves in regard to possible assumptions:

1. Are we making the assumption that the continuum that starts with a Human Services career program at the community college level leads *directly* or *exclusively* to a career in social work?
2. Are we assuming that the continuum we are discussing represents an educational career ladder through which a given individual will pass on his way to an advanced degree in Social Work?
3. Are we assuming that this educational ladder (if in fact that is what we mean) will be the *one way* through which *every* student will travel to reach a graduate degree in social work?

The answers to these questions will determine to a considerable extent the nature of the social welfare - human service curriculum at each level in the academic continuum. Much of the resistance to new programs in the Human Services area is based on misconceptions concerning assumptions of this kind and a clarification of these points may help us with our task here today. Before attempting to address myself to these questions directly however, I would like to discuss in some detail the curriculum for Human Services career programs in community colleges in order to give us a point of reference for discussion of the implications of each of these assumptions for curriculum.

Perhaps a definition of "Career Programs" might be in order at this point. As you will hear later in my presentation, not all Human Services programs will fit the definition I am giving you but it goes as follows: A Career Program is one which (1) prepares its graduates for employment through providing the specific body of formalized knowledge and related practical skills that are necessary to immediate effective functioning in a work situation, and (2) provides two of the four or five years of college course work required for a professional degree in a given field. In junior college parlance, a true career program is at once *vocational* in that it prepares its graduates for specific employment at the end, and *pre*professional in that it offers the first two years of college course work required for a

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professional degree. It bridges the gap between *terminal* and *transfer* programs, often a very difficult feat.

The topic I have been assigned this morning is one in which I have a great investment as well as personal interest. As those of you know who have developed new curricula in any area, the investment required in time and effort is great: there are the feasibility studies, the work with advisory committees, the presentation to faculty curriculum committees, and finally the submission, on innumerable forms, to some type of State Board of Higher Education. As we know from Festinger's work on *cognitive dissonance* the greater the investment one has made in a particular point of view, the greater one's certainty that that point of view is correct. This being the case, it should follow that since the program we have developed at our college represents a particular type of curriculum model, I should be able to present this model to you as THE answer to what a Human Services Career Curriculum at the community college level should be.

Unfortunately, this is not the case; it is not that simple. Our program has grown out of the conditions of our community, reflecting the needs of the population we serve, the political climate of our city, the educational philosophy of our administration and faculty, and the economic realities of the manpower situation in Chicago. Each of these factors is important in the designing of curriculum or the selection of a curriculum model from those already in existence. It would be foolish to assume that what has proved effective for us would be equally effective translated into another setting without examining more carefully the components of both setting and curriculum.

There is another reason that I do not wish to present a single model as THE answer. There are, in this world, very few areas in which a single model is the answer. It is important to keep in mind that there are different ways of attaining the same objective. People have different needs, different interests, different capabilities: they need opportunities to pursue different paths to their goals. Institutions too, have different needs and capabilities. We must be sure, in our curriculum building, that we are allowing for these differences.

"Human Services" as it is used to refer to programs such as those we are discussing here, is a term that has come into widespread usage comparatively recently, but without clear definition or agreement as to what it does, in fact, cover. When we in our College assumed the title Human Services Institute for an administrative division, it was to distinguish it from another Institute within our City College system, and to indicate in a general way, the nature of the programs it covered. In our case we have used the term Human Services to refer to a group of relatively independent curricula sharing a common focus and structure: Education, Social Service, and Child Care. In other institutions, the term is used to refer to a single curriculum that prepares individuals as "Human Services Associates" or "Human Services

Workers". Still other institutions offer programs for "Social Service Aides", "Social Welfare Technicians", "Community Aides", "Community Service Workers", or "Public Service Aides", programs which may not differ in content and structure as widely as they do in title. These too are considered Human Services programs.

A review of current programs across the country reveals that there is seemingly little consensus yet established concerning what should go into these programs and what form they should take. There is considerable disagreement with respect to certain major curriculum issues. Curricula range from those which are almost indistinguishable from a general liberal arts associate degree program to very specialized technical programs which include few, if any, general education components.

It is possible, however, to sort out certain similarities and differences between the bulk of the programs currently underway and categorize them as lying at points along a continuum (a horizontal continuum this time) which runs from those that are essentially general-education-oriented to those completely practice-or-job-oriented. In general, we can say that programs differ in (1) the relative amount or proportion of a given curriculum which will be assigned to courses required in the preprofessional or vocational area and the proportion assigned to general education areas, (2) the extent to which the courses in the curriculum are specifically practice-oriented or vocational in nature, and (3) the degree of specialization which they emphasize within a vocational field. These dimensions are important to consider in relation to the Curriculum Continuum in Social Welfare-Human Service Education.

It is possible to identify, within most human service career curricula, four components: (1) courses that are required by the college as part of the general education core for the A.A. or A.A.S. degree, (2) a group of courses or "core" of courses which provide the background knowledge and understanding necessary to a person working in a specific human service area; (3) a group of more specialized courses dealing with skills and methods in the vocational area under consideration, and (4) some field experience or practicum in which the student has an opportunity to try out in an actual work setting the skills he has learned in the classroom.

The General Education Core

(1) Almost all colleges have certain general education requirements for the Associate in Arts degree or the Associate in Applied Science degree in addition to the courses which can be considered to make up a major or specialization in an occupational field. These requirements usually include some combination of communication skills, math, science, sociology, history, and/or humanities courses. The number of hours of required work within the 60-65 that make up a typical associate degree program varies from college to college: perhaps the most frequent proportion of required courses is

50% of the total. This is also roughly the proportion that the Council on Social Work Education *Guidelines for Community Services Programs at Community Colleges,* favors. For the Associate in Applied Science degree there are usually considerably fewer of the general education and more of the occupational courses required. In some cases the nature of the general education courses required of the A.A.S. student differs from those in the Associate in Arts degree sequence. In our State, this does not necessarily mean that one degree is a transfer degree and that the other is not. We do have A.A.S. degree programs that transfer to Bachelor of Science degree programs in the same field, but there is generally much less latitude in regard to where they can transfer.

At the City Colleges of Chicago, we have chosen to develop the Associate in Arts degree rather than Associate in Applied Science programs. In part this was a decision made on the basis of the local situation. Our program which began with a Child Care curriculum was initiated as a program that would attract and serve the needs of a certain population: that of an inner-city, primarily Black, community. The Dean who initiated the program was interested in providing training which would expand employment opportunities for community women, in child care; he tended to see it as strictly "terminal." When I was brought in to implement the program, it seemed important to design the curriculum as a preprofessional one, at a respectable academic level, which would prepare students to combine their educations beyond the junior college level, if they should be interested and able to do so. It seemed important, too, to emphasize that these human services programs were not "second-class" in nature, but that as a group, our students could perform at a level comparable to other students in the college. The population our programs serve has been excluded from the educational opportunities that make social and economic advancement possible for too long already. We were not willing to provide one more dead-end, second-track program. Our curriculum, therefore, includes 30 hours of courses that make up the required General Education core of our College: 6 hours of Communication Skills (English, Speech); 6 hours of Social Science; 12 hours of Science (Physical Science and Biology); and 6 hours of Humanities. The other 30-34 hours are made up of courses in the vocational area of the student's particular interest.

The Vocational Core

It is within the group of courses which make up the vocational core that programs begin to differ markedly with respect to the degree of specific professional or vocational identification they emphasize.

For the purposes of our discussion of the issues and implications involved in this aspect of the curriculum, it may be helpful to contrast models that represent different points on the general education versus practice-oriented curriculum continuum:

In the first, which we can characterize as the *General Education Model*, courses for the vocational core are selected from the general offerings of the college or from standard college curricula. A core curriculum of this sort might include courses such as the following:

Psychology 201 — General Psychology
Sociology 203 — Marriage and the Family
Sociology 215 — Urban Sociology

In the second model which I would like to refer to as the *Career Model*, the curriculum is made up of specially designed courses in which theory and practice are integrated from the beginning. The courses in such a curriculum are carefully articulated with one another to provide a series of sequential learning experiences and are generally taught by professionals from the appropriate field of practice. The courses in the sequence are often distinguished from courses in the regular college offerings by their departmental or program designation, as *Child Development 101*, or *Social Service 201*, or *Mental Health 120*, and are usually limited in enrollment to students in the career program.

The differences between the first and second of these two types of curriculum are reflected less in terms of the content areas covered than they are in the way in which the content is integrated into a single body of knowledge and skills, the amount of emphasis upon relating theory and practice, and the level of involvement in specific methods or skill training. In terms of formal subject matter, these two types of curriculum may seem to parallel each other quite closely.

Our program at the City Colleges falls into this category. We have a vocational core made up of courses that have been specially developed for each of our areas of specialization. Our Social Service core is made up of the following courses:

Human Growth and Development — a life cycle course dealing with normal growth and development at all stages from conception through old age, with emphasis upon self-awareness in relation to the manner roles an individual plays.

Basic Concepts in Social Service — which serves as an introduction to the field of social service, focusing on the nature of the helping relationship, and the ways in which it can be carried out.

Principles of Social Work Practice — focusing on the application of the basic concepts in a variety of settings.

Social Problems and Social Action — a survey of the social problems that impinge upon the individual, and some of the methods adopted to combat them.

Group Process — a course designed to provide an understanding of the nature of the group, and the dynamics involved in group process.

A third model, which I will call the *Technical Model* for want of a better term, represents the far end of the continuum, placing its emphasis upon specific skills primarily. The core curriculum includes primarily technical courses, which provide an introduction to the methods courses that are offered as part of the third component of the curriculum.

These models represent points along a continuum; most programs fall at some point between the extremes.

Methods Courses or Skill Training

As we move into the third area or component of the curriculum, the area of methods courses or skill training, the contrast will be greatest between the General Education model and the other two. One of the great advantages to adopting a General Education model (administratively) is that it makes use of the regular academic faculty of the college rather than hiring a second faculty of practitioner-professionals to conduct the program. A strictly academic faculty cannot provide the expertise to tie theory and practice together. If skills courses are included to the extent suggested by the Council on Social Work Education's Guidelines, i.e., 16-18% under the General Education model, they are often taught in conjunction with the students' field experience in a community agency by agency staff.

The Career Model with its strong emphasis on identification with the profession will have practitioners as faculty and the methods courses will be an integral part of the curriculum.

Within this component of the curriculum (the area of methods courses) the third dimension along which programs differ becomes apparent. I am referring to the generalist-specialist dimension that involves the extent to which a program is geared to prepare individuals rather intensively for employment in a specific job or limited group of jobs as against preparing them to work broadly in a larger range of employment areas. Our own program at the City Colleges is an example of the specialist approach (or what I have been calling the specialist approach). We have developed several quite specialized curricula in Child Development, for example: one curriculum to prepare students to work in nursery schools and day care centers, another to prepare students to work in residential treatment settings, two others to prepare students to work in different teacher aide specializations: in elementary education and in special education.

In our Social Service curriculum, we differentiate between the one-to-one, or casework approach (Family Welfare), the group work field (Youth Welfare) and community organization (Community Aide). Students select one area for more intensive work and the practicum in an agency which falls into one or another of these categories.

A neighboring college offers a generalist curriculum exemplified by programs which train "Human Services Workers" or "Community Service Technicians." In the *Council on Social Work Education Guidelines* examples are given of courses in Group Leadership Skills, Social Change Skills, Working with Children. (In contrast our day care curriculum includes "Music for the Young Child," "Art for the Young Child", "Language Arts for the Young Child", etc.) The methods courses in many career curricula are similar in content and approach to those offered in the senior and junior level in most professional education programs.

Practicum or Field Experience

The final component of the curriculum is the practicum or field experience. The inclusion in the curriculum of a practicum or field experience in a realistic work situation is a major feature of almost all Human Services career programs.

Role playing, demonstrations, workshops in connection with coursework all provide the student with a valuable opportunity for the practice of skills but they do not qualify as substitutes for true field experience. The students' skills and understanding of general principles must be put together into performance in day to day situations in the context of a working role before the student can be considered ready for employment in that role. It is in the practicum that the student has an opportunity to repeat skills enough times in a variety of different situations that he can consider that he has, in fact, mastered that skill. It is in the practicum, too, that the student is forced to bring into action in a single situation the material he has learned in the variety of courses which have made up his training. Programs differ in the amount of time allotted to practicum, both in terms of credit hours and of actual clock hours. They also differ in terms of the timing of the practicum: whether it occurs early in training or represents a final demonstration of proficiency at the end of training. Programs differ too, in the extent to which they involve the student in a single setting for the practicum or provide him with a number of different types of practicum settings.

Our practicum requires students to be placed in a single agency for 15 hours a week, for one semester (16 weeks). We have used community mental health centers, hospital social service departments, and family service agencies for our placements. A two-hour seminar each week, with all students participating (6 to 10 at most) is held in conjunction with the field placement. Supervision is provided by an agency staff member, in consultation with the college instructor who makes the placements and leads the seminar.

In general, it is probably fair to say that the career-oriented, specialist program will include more practicum experience, with a longer period in a single setting than will the generalist-oriented curriculum which may include a number of different settings for the students' field experience. The technical program will probably include a major work-study component.

We have, then, three basic models of Human Services curricula: the General Education Model, the Career Model, and the Technician Model. Let me review them briefly:

The General Education Model is made up primarily of courses that are basic curriculum offerings in almost any college, with a heavy emphasis on courses in the social and behavioral sciences. The methods courses included and the practicum offered seem aimed at providing a general introduction to the field or profession rather than providing training for specific employment in the field. In terms of articulating with a senior institution there should be little problem. The courses are so general, they often approximate the suggested prerequisites for a major in the field.

The Career Model also has a strong social-behavioral science base but presents this subject matter in practice-oriented terms, with conceptualization tied closely to practice. The practicum and skills courses have been designed to provide the student with the practice he needs to perfect techniques and skills he will use on a job.

The Technician Model includes little in the way of basic theoretical courses but emphasizes specific skills of a technical rather than professional nature. The emphasis is upon the student's learning how to carry out specific functions or tasks, with little attempt made to set these into a broader framework or relate them to the total functioning of the agency. Professional education offered later will need to provide the concepts, the background, and basically the meaning of the "professionalism".

While I am not at this time going to try to go into the pros and cons of each of these models in and of themselves, it is important to keep in mind that each model (and its variations) has been developed to meet certain needs within its particular community (or someone's conception of these needs): needs reflecting its student body, the agencies it serves, and the employment situation locally.

The size, number, and organizational structure of the human services agencies in a given community will determine to a considerable extent the feasibility of selecting one model over another. For colleges serving communities where there are many small agencies offering rather diverse services, one model will be preferable while another will be best in a community where there are a small number of rather large agencies with organizational structures that provide for in-service training and advancement within the organization.

In many communities, the senior colleges' willingness to accept only certain types of curriculum structure may be a limiting factor for the community college. Since we are here as a single body attempting to see the continuum as a whole, there is no need to belabor the point that there is a need for communication in this regard.

Having sketched in some of the factors that determine the nature of the curriculum for Human Services career programs at the community college level I would like to return to the questions I raised at the beginning of my presentation.

First: Are we making the assumption that the continuum which starts with a Human Services career program at the community college level leads directly and exclusively to a career in Social Work? Or is the Human Services curriculum we envision for our purposes here a program that may lead to one of several professional career choices?

I have described present Human Services curricula as covering a very broad spectrum of content area — from social and community service to mental health to child care to teacher aide programs. The settings in which these areas of specialization are practiced at a professional level are the province not only of social work but also of several other professions: Education, Psychology, Counseling, for example. One example of this overlap in professional areas is in the field of child care, where the professional in a day care center classroom is typically from the field of early childhood education, while the director may be a social worker.

It is possible to develop a Human Services Career Program that is designed specifically to lead to a social work career. This is the specialist career program I mentioned earlier, such as our Social Service program. This curriculum we attempt to articulate with the baccalaureate degree programs in Social Service that are available in our community. At the present time we have articulated our program with Roosevelt University, which is the only university with an undergraduate social service major in Chicago.

It is also possible to design a Human Services curriculum that can serve as the base for a number of different types of professional specializations later. In this case, the general education model is probably most appropriate. Articulation with the senior college is relatively easy with this model, as I mentioned before.

How does one decide which of these models to select? Probably the most important thing to consider is the composition of the student group served. Experience with human services programs generally has shown that there are certain major groups from which the student bodies of these programs are attracted. These include:

(1) the *recent high school graduate,* who either out of a strong interest in the field or because of economic necessity is anxious to become involved immediately in a job and career-oriented program.

(2) the *so-called "second careerist",* who may be the woman who has been engaged in raising a family during the years since leaving school and who now wishes to continue her education; or the adult, man or woman, who has worked for many years out of economic necessity in a field which has little intrinsic interest for him or her, and who is anxious to find a more satisfying job;

(3) The *"career upgrade"* — the adult already employed in a congenial job in the human services field who wishes to upgrade himself in this type of work; and

(4) The *"new careerist"* who has been employed in a new and challenging role in the community and who is being offered the opportunity to make this kind of work a career through educational upgrading.

Our Human Services curricula were developed out of a very real need in our own community to upgrade the skills of individuals already employed in a job that required a variety of specialized skills — community representatives from the Urban Progress Centers; day care staff from a number of local programs. They came to the college to learn specific skills — and once there they wanted to continue in their own field — they were and are not interested in a generalist or general education approach. I am referring here to the New Careerist or the Career Student.

The picture with respect to the recent high school graduate is quite different. This student may not really know what area of specialization he wants to go in to. He needs an opportunity to survey the field more broadly — he really needs a broader life experience background than he has been able to acquire in his eighteen or nineteen years. A general education program will provide him with more options. His specialization will come at the senior college or the graduate level.

The "second careerist" housewife may prefer a general education or generalist program, if she has not set her sights on a specific vocational area, but she may want the more vocational emphasis of the typical career program. The "second careerist" preparing for a different career will prefer the career or technical model.

The agencies in the community will also help a given college decide what type of program is most likely to meet their needs. In our case, agencies approached the College with specific training needs which they hoped the College could meet. The Department of Children and Family Services requested programs for day care staff; the Department of Mental Health requested programs for staff serving the retarded; the local Office of Economic Opportunity requested training for their Community Representatives. These specific requests, in a sense, structured our programs for us: each agency (those mentioned and many more) has tended to stress the uniqueness of its personnel and training needs. Few of our agencies have been willing to settle for a generalist approach. Advisory committees have selected the content of the curriculum and their emphasis has been upon specialized courses.

My answer to the question regarding the first assumption, then: I would not assume that all human service programs lead to a social work career — but provision should be made in the curriculum for those that do.

My second question concerned the assumption that the continuum we are discussing represents an educational career ladder through which a given individual can pass on his way to an advanced degree in social work.

We hear a lot in social work about differential staffing, "functional task analysis", and other methods for determining what parts of the social work job can be cut off and given to the paraprofessional. Often these tasks are thought of in very specific terms: setting up interviews, handling reports, doing routine eligibility checks (fitting the technical model). In talking about an educational continuum do we really mean a continuous continuum in which each step follows from the one before or a continuum, made up of discrete curricula, in which there are three types of curriculum: a 2-year, a 4-year, and a 6-year one, so arranged that if you choose one, you have rejected the others? There is the danger in the differential staffing approach that the work to be allotted to each part of the staff will be seen as so discrete that there is no commonality of function or goal, no sharing of identification.

I visualize the continuum in Human Services education as three sets of steps: a small 30" set with two steps, a 60" set with four steps, and a 90" set with six steps. These steps can be placed close enough together so that a person having climbed to the top of the 30" set, can step over to the half way step on the 60" set, and upon reaching the top of the 60" set, find himself part way up to the 90" set. Or one can place the three sets of steps so far apart that the process of climbing one precludes the climbing of the second — or the third without doubling or tripling the amount of effort involved in reaching a comparable height.

My third question: Are we assuming that this educational ladder or continuum will represent the route that every student will follow to reach a graduate degree in social work? It must be clear by now that I do not believe that there is one single route that everyone should be forced to follow. There is a place for a concentrated two year career program that individuals who see their needs and their immediate goals clearly can undertake without jeopardizing their opportunity to complete a four year degree or a graduate program in social work at a later time. There is a place in social work education for the student who is not ready during his first two years to commit himself to a specific career choice, but who needs a little time to explore the field and try out his own abilities in working with people in different settings. There is a place for the person who has followed a different path during his undergraduate days and who comes to social work at the graduate level with a broad, general background but no social service skills.

It comes back to a commitment that we must have as educators and as social workers: a commitment to providing options, options which will allow us to provide the means by which the immediate and the future needs of the constituencies we serve, our students and our communities, can be met.

CURRICULUM FOR UNDERGRADUATE SOCIAL WELFARE

Paul L. Schwartz

Without copping out, I should like to approach this question of undergraduate social welfare within the framework of rapid change, if not ambiguity. At this point in time, a variety of pressures and influences is impinging on undergraduate education for social welfare, for social work, for the human services, for the social professions — even the variability of designations is indicative. Those of us concerned with the undergraduate mission are planning and directing full majors, concentrations within a variety of departments, thoroughly developed programs with independent departmental or divisional status, isolated clusters of courses within departments of Sociology or Behavioral Science, and a great variety of other educational modalities.

Further, whistling through our hair during this time of high volatility are the winds of certification based specifically on preparation for social work practice coming from the direction of CSWE, the breezes of the emerging "generalist concept" wafting from the direction of Atlanta and SREB, and some preliminary indications of a tropical storm gathering in the Caribbean of the Social and Rehabilitation Services of HEW. At the same time, we are bending an increasingly attentive ear to the real job market for our graduates, both actual and predicted, hearing voices in the wind telling us that 85% of social service delivery jobs are being held by bachelor degree workers, that 178,000 bachelor degree workers will need to be retrained or replaced when and if some version of HR-1 is passed, that we are moving within a decade to an employment system in which 70% of us will be employed in delivering services rather than goods.

At the same time, we have in many ways not yet come to terms with the dichotomy of liberal education vis-a-vis professional training, and the finding that on many a campus we are caught up in larger commitments about higher education than our own individual programs or sequences in themselves. The accusation of "trade-training" is often counterbalanced by the immediate relevance of our programs to students, and in many instances throughout the land we find ourselves the reason for both praise and puzzlement on the parts of Deans. Some of us see ourselves, and our scene, as educators whose primary area is social welfare and/or social work, while others of us perceive ourselves as social workers who happen to be in a strange, and at times perhaps inhospitable setting.

And last, but hardly final, is the barrage of useful, interesting and provocative publications with which we are about to be deluged. Shortly forth-

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coming will be Donald Feldstein's exposition, as the result of the Allenberry Colloquium of the Council on Social Work Education last Spring, of the baccalaureate worker as the professional social work practitioner. At the same time, the series of publications of the Southern Regional Education Board developing the generalist concept is about to be added to by the expansion of a "core of competence" and Robert Ryan's critical evaluation of the curricular implications of this framework. Further, it is rather officially rumored, we will be the recipients in a very short time of a completely new set of funding guidelines for undergraduate programs now in the final stages of preparation by the Social and Rehabilitation Services at HEW. When you super-add to this coming welter of new inputs such contributions as John Romanyshyn's recent text, an analysis of areas of practice teachable in the field work setting forthcoming as a result of the Veteran's Administration Project, and a variety of others, adequate substantiation of the high volatility of the field is easily achievable.

I find myself at this time among those who regard the present situation as characterized more by challenge than by confusion, more by exploratory opportunity than by lack of clarity. Without gainsaying the necessity to deal with linkage and articulation among the various educational levels, from AA through the Doctorate, I find myself comfortable in the present position that diversity is health, and that articulation is highly possible within that diversity.

It is in this context that I will set out to explore the curriculum implications of a generalist approach, using our experiences at Memphis State University as illustration rather than as a model.

The Generalist Conceptual Framework

I have no intention, of course, of spelling out the total scope of this conceptual framework, which is now at three and verging on four volumes of useful and valuable material. However, I feel it would be useful to delineate some of the basic framework, in order to explore the curricular implications.

I feel it most useful, for the present purpose, to quote directly Robert Ryan's summarization of the generalist position which appears in his examination of curricular implications shortly to be published by the Southern Regional Education Board:

> The expert was seen as a person with demonstrated expertise in a relatively narrow field such as administration, organization, planning, therapy, etc. The *generalist*, which is the primary focus of this paper, was seen in much the general context as a general practitioner in medicine. That is to say, a person who is capable of making a diagnosis, a rather accurate evaluation of a given situation, who is competent to deal with the more usual forms of dysfunctioning while able to recognize areas of dysfunctioning that are beyond his level of competence, and make an appropriate referral or seek

> assistance from an expert. Implicit in this notion of the generalist is that he will be able to work with different targets, individuals, groups, organizations, and communities. There was also recognition that a practitioner would be competent to work with different levels of complexity. That is to say, the worker may be functioning at close to the level of an expert with respect to individuals and families, at a somewhat lower level with communities and at still a different level with groups, etc.

This may be further amplified by a brief quotation from the *Core of Competence* document of the Southern Regional Education Board:

> The field of social welfare was defined as all of that area of human endeavor in which the worker uses himself as an agent to assist individuals, families and communities to better cope with social crises and stresses, to prevent and alleviate social stresses, and to function effectively in areas of social living. No attempt was made to include the fields of general medicine, public education, or recreation. However, it did include all of the areas that are increasingly being referred to as the human services: public welfare, child welfare, mental health, corrections, vocational counseling and rehabilitation, community action and community development. There was no attempt to limit the definitions or the concepts by the parameter of any existing agencies or professions.

This second quotation is in fact an abstraction and condensation of material published by the SREB in 1970 and titled *Manpower Utilization in Social Welfare* by Teare and McPheeters.

From my present position, there are innumerable values inherent in the generalist concept as it is presently developing. I will not argue these values here, although you may prefer to tax me with them later, but I will at least mention a number of them. Among these are the inherently useful citizenship education hinged around these concepts of usefulness to students seeking relevant areas of study in the contemporary university, and who are in fact not planning to become social workers. Further, however, the reality of the present job market also validates the preparation of this service delivery agent, particularly with recent developments in the employment fields, which will soon produce greater formal accreditation of our BA graduates in such systems as mental health, employment counseling, rehabilitation, community action programs, pupil services stemming from boards of education, the soon-to-be-revised welfare system, and innumerable other applications up to now hiring undifferentiated degree holders. In addition, in the large university, it appears to me that aspects, or "cores", of an educational design so directed can *add* effective dimensions to the preparation of students in such diverse fields as teaching, law, planning, administration, and many others. Beyond these values, however, it appears to me that we are increasingly re-entering the age of commitment in which a high degree of self-awareness, a concept of man in society which is related to a dynamic view of social justice, and the opportunity for the individual student to undertake a useful encounter with his own emerging scheme of values — all find an open area in the generalist concept, and certainly, students with this kind of background must be superior applicants for admission to graduate schools of social work.

The above comments raise what I consider to be an artificially projected dichotomy between the liberal, or liberating, arts and professional training. I do not accept such a dichotomy, and I feel I can best express my position by quoting directly from the "Statement of Intent" prepared by our own Division of Social Welfare at Memphis State University last year:

> Briefly, our posture at this point in time is that substantive content of this program is firmly rooted in the liberating tradition of undergraduate education. At the same time, it is our conception that the teaching of social work practice skills can appropriately be included within the liberal arts framework. We feel that this is far from a compromise between the two poles in undergraduate social welfare education; we feel this is in fact a third position.
>
> A basic postulate is that student examination of social conscience in America opens the student as person to the exploration of social welfare services, history, methods, and skills, in a highly relevant setting. Further, this exploration forms, for the student, a basis for content transfer from courses in physical sciences, social sciences, and communications skills.
>
> Against this background, the teaching of social welfare as institution, social welfare history and services, and social work methodology, becomes immediate and relevant; against this background, practicum experiences can be anchored to both the student's developing social philosophy and desire to learn practice skills.

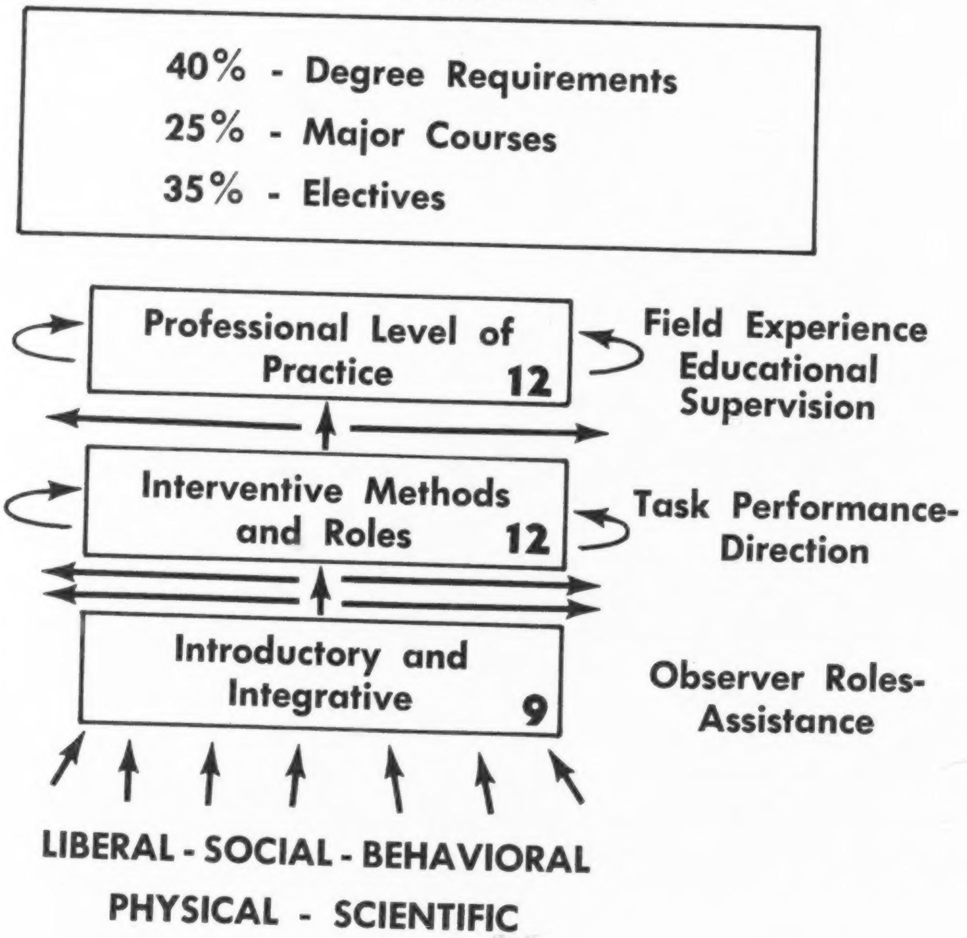
Some Basic Curriculum Construction Considerations

Before proceeding, then, to describe the actual course construction which we have adopted at Memphis State, let me note a few of the general considerations pertaining to curriculum construction which we have gradually come to recognize, identify, and incorporate into our basic planning.

The first of these is an adequate distribution of learning in the areas of cognitive knowledge, attitudes, and skills. We find that we tend to accentuate attitude and value exploration very heavily throughout the entire sequence. The general discussion model prevails in almost all our course offerings, and where the economics of distribution creates class sections larger than may be manageable for single-group discussion, we utilize extensively subgroupings of such sections. Rap sessions, accompanied by rapid feedback, exploration of reactions and feelings about field trips and observations, papers which accentuate personal reaction, are frequent devices utilized. While I do not intend to dwell on methodology, I would accentuate here as a kind of horizontal theme running through all our course offerings, the exploration of personal attitude, various forms of at least verbal confrontation and a variety of similar kinds of devices. In fact, in one pilot section we are undertaking some objective measurement of attitude change with appropriate control sections, and are interested in the preliminary indicators emerging from this study, although it is premature to report it.

A second major theme which pervades our various course offerings is the emphasis on experiential learning. Both Chuck Guzzetta and Stan Lynch commented on this yesterday and I second them. Each of our courses carries a rather well-developed practicum, and none of our offerings is exclusively a classroom course. We have undertaken to design three major levels in these experiential aspects of our courses. (Note Chart I.) The first of these we generally describe as observation — feedback — reaction kinds of experiences. The second places the student in some service-rendering capacity, but is not characterized by primary responsibility for the service to the client, nor by continuity of worker-client relationship. The third is, of course, a fully-developed field work sequence, which in our situation is for the duration of a full academic year with two half-days in the agency plus an accompanying seminar.

CHART 1


40% - Degree Requirements
25% - Major Courses
35% - Electives
Professional Level of Practice 12
Field Experience Educational Supervision
Interventive Methods and Roles 12
Task Performance-Direction
Introductory and Integrative 9
Observer Roles-Assistance
LIBERAL - SOCIAL - BEHAVIORAL
PHYSICAL - SCIENTIFIC

A third major theme which we attempt to make pervasive is the involvement of students in many aspects of course planning, curriculum examination, evaluation of course content, faculty and field experiences, and general inclusion of substantial student involvement in the actual development of the offerings themselves. We are at the present time, for example, in the process of developing, with a large student committee, a student/faculty all-day conference for examination and evaluation of the entire sequence. This conference will have some realistic output, both into our own faculty planning process, and into the University self-study now beginning in the renewal of accreditation of the University.

A fourth pervasive element which we feel is useful to incorporate is related to cultural variations and differences. In this connection, we challenge students to explore conformity and deviance, social controls and their modes of enforcement, as well as the social, attitudinal, economic, and other variables pertaining to minorities.

And finally, I would like to identify an additional key element, which pertains specifically to our own perception of the "liberal education dilemma." In a large university with a variety of basic degree requirements and a wide selection of course offerings in a great variety of the physical, social and behavioral sciences, it is our feeling that our primary thrust should be not toward providing the student with a good deal of our own course input in these areas — which he achieves anyway — but rather that our focus should emphasize stimulation to integrate the content of this great variety of general courses in the liberal core. We feel that the most useful approach is to provide many opportunities for integration of what the student has already been through, rather than a kind of force-feeding of a variety of "cafeteria courses" drawn from the spectrum of the typical liberal arts college. Our approach to social welfare history is a case in point. Here, we attempt to help students identify the social and economic aspects of history, pervasive and developing attitudes, the so-called Judaeo-Christian Ethic, the pioneer-puritan heritage of our contemporary society, and a variety of approaches toward examination of social welfare history which draw on student background in economics, history, philosophy and the spectrum of courses in the liberal core. Our liberal arts theme then, is not primarily the provision of a wide spectrum of courses, but rather stimulation and challenge to integrate.

The Core Approach

The basic construction of our sequence in furthering our interpretation of the generalist concept is related to three successive cores or clusters of course offerings. (Note Chart I.) The first of these is introductory, generalized to the whole field of social welfare and involves some basic sociology courses, two specifically designated social welfare courses, and additional preliminary courses in the social and behavioral sciences, generally arrived at through counseling with students. It is our feeling that construction of this first core has some universal applicability to the liberal arts student as well as the student who plans to major specifically in social work.

The second core is primarily oriented to social intervention, and approaches interventive methods, the variety of roles involved in social intervention, and the identification of basic practice skills. This second core is generally elected by students who plan to enter some field of practice in the social or human service professions. However, in the interest of some variety of input, we do in fact selectively accept some majors in other areas into these courses.

The third successive core is specifically oriented to practice in social work and other systems of service delivery. It is a full year of supervised, educationally directed field work, accompanied by additional methodological courses and seminars. This sequence, and its accompanying courses, is limited to social welfare majors, to seniors, and is almost universally utilized by students with whom we have been counseling in detail for at least two years. Faculty permission for admission is required.

A brief overview of the three cores may at this time be useful. The first requires as a basic introduction the primary sociology course. In addition, it includes the second sociology course, described in our University as "Contemporary Social Problems." However, it is in this area that we have begun to develop a pilot program moving more toward experiential than toward classroom learning. The students remain in class session for a period of only three or four weeks, during which a series of lectures on basic approaches to identifying and studying social problems is presented. A member of the social welfare faculty serves as coordinator. Following this introductory period, the students are divided into small task forces, numbering six or eight, and have some reasonable options as to the single social problem to be studied by the task force with which they join. A number of sociology and social welfare faculty members, together with a group of graduate students in sociology, serve as task force leaders. This faculty group meets in weekly seminar focusing on the progress and development of each task force and providing assistance in resources and methods to the graduate students. At the conclusion of the semester each task force presents a report to an audience of faculty and students on the selected social problem which it has elected to study. Consultation is provided by research faculty as well. These reports frequently take the form of skits and plays, camera and tape expositions, and a good deal of creative work is done. The concept here is to provide for the student a simple, basic theoretical foundation for the study of social problems, a directed experience in studying a specific social problem in the field, an opportunity to contribute to the general findings, as well as to share the findings of other task forces.

The student then enters the introductory course in social welfare. The primary thrust here parallels Mr. Romanyshyn's to a great degree, focusing primarily on the ambiguity of definition, and the variety of personal value approaches to such critical questions as public assistance, racism, housing, the white middle class charity model, together with some introduction to programs and planning. In this course we make a good deal of effective use of some of the materials created in *Manpower Utilization in Social Welfare,* notably the segment on Elements and Obstacles, and Dr. Teare's cubic designation of domains of living, status of functioning, and obstacles to functioning.

In this course, also, we open some considerations of social policy and action, together with a brief but focused approach to social welfare history. The practicum in this course primarily involves experiential observation of living conditions, behavior patterns, and services being delivered to a variety of social and ethnic groups. Feedback and sharing is a part of the process, as is some invitation and challenge to the student to examine his feelings and to risk some exposition of them.

This course is followed by a rather standardized survey course entitled "Social Welfare Fields of Service" which views the great variety of service delivery systems and agencies in the wide spectrum of human services on the contemporary scene. Agency visitation, seminars with practitioners, and a variety of other devices are used. This concludes the introductory core.

However, viewing the progress of the student through this introductory core, we have identified individual students who wish to pursue the sequence and have begun counseling with them individually. I will discuss the details of our counseling model later. As a result of the early counseling process, however, students are helped to plan a variety of other course offerings in such areas as history, economics, psychology, philosophy, etc. The counseling process is, in our model, highly individualized, and therefore the student is able to pursue and explore his own interests, but faculty advising also results in his exploration of appropriately related areas in human growth and behavior to which he may not have originally addressed himself.

The second core begins to explore interventive methods, and is related to a basic course which approaches the classic casework model. It introduces the student to such concepts as diagnosis, assessment, and plan. It begins to require that the student picture himself as a deliverer of service and utilizes heavily case record material from the Council on Social Work Education. In addition, some detailed exploration is undertaken of the roles defined in the literature of the Southern Regional Education Board and the student is urged to begin examining these roles as functional to problem-solving rather than as descriptions of jobs. It is in this course, also, that the student begins to be directed to practicum experiences on the second level described above, in which he is rendering simple services to people, but in which his role is not identifed by continuity of relationship or by primacy of responsibility for the client. These roles range from tutoring in a structured setting, to reception and pre-intake in a variety of agencies, to functioning as an assistant leader in recreational and informal educational settings. A course in interviewing with appropriate emphasis on interaction and communication, role playing and practicum experiences in real agencies is included in this second core. Appropriate role definitions are explored. A course in statistics is also included moving toward understanding of data, although I must confess that students and faculty share some dubiousness about its specific relevance, a condition not unique, I feel, to our University. While there is no question about the goals and purposes of such a course, it is now being reexamined by both our own faculty and the sociology faculty which offers it. Also included in this core is a course accompanied by a practicum in group and community which focuses on the dynamics of process and an expansion of an additional number of the Teare role definitions.

Some students move into other areas of study after this core. The program and the practicum, together with related student activities, create a kind of self-selecting process; those who move ahead enter the third, or professional core. This third core is an intense, educationally directed field work experience for a full academic year. Our counseling model involves early registration, and an extended period of orientation and preparation. The process of assignment of students is complex, relating to students' schedules and agency needs, but students have a moderate opportunity to participate in this. We are now reexamining this entire approach and are considering a much fuller opportunity for student participation and selection.

We utilize a great variety of both traditional and non-traditional settings. Without exception, we are in our local community able to secure agency cooperation and a high degree of commitment on the part of supervisors who are universally MSWs and ACSWs. The supervisors participate in a number of seminars and are supplied with a rather full supervisory handbook which we have created jointly with supervisors during the last three years. Opportunities for feedback by both supervisors and students are solicited, and we have to some degree structured these opportunities. In nontraditional settings we have generally utilized our own faculty as supervisors in a University which up until now has benignly accepted supervision of a small student unit of five or six as the equivalent of a classroom course. In common with many educators today, I have no confidence in my ability to predict the continuity of this paternalism, but we have seized every opportunity, naturally, to interpret its value both to our department and to the University administration.

An accompanying seminar is on-going during this year of field work, directed with continuity by members of our faculty. Seminar groups are generally small, consisting of five to eight students, and a number of seminars are offered simultaneously. I cannot in the time available detail the model explicitly, but I would note a couple of characteristics in our particular situation. The primary thrust of the first semester is the identification by the student of practice skills required of him in his own assignment, and the identification of practice skills on the part of full-time professional workers in the agency to which he is assigned. These are digested into papers, which are shared with the seminar group. One of our ultimate objectives in the first semester seminar is to involve the student in defining some of his own learning goals for the second semester. This process is, of course, amplified by individual conferences with faculty advisors, as well as with field supervisors, and also fully discussed in seminar. We seem to be moving at this time toward the definition of these learning goals for the second semester with something approaching contract, although we have not at this point refined it; we are, however, working on it specifically.

The second field semester, then, is to a great degree pre-planned as to content. An additional element is the presentation of student papers — also pre-planned — in substantive areas of social work, social welfare, and human dynamics. These papers involve some review of literature, some data collection, and interviews and other explorations in the field. The student is encouraged to explore areas which are of interest to him and which are not encompassed in his field placement.

A senior course in social change which relates to the whole concept of worker as change agent in a variety of parameters, together with some additional elements relating to social policy, is also a part of this third core. We have also found that with adequate counseling over several years, the student is usually able to achieve a wide variety of other course offerings and seminars on the campus which we have found to be particularly useful.

Evaluation of field experience is, of course, a mutual process. A mid-term progress report and an end-of-semester formal evaluation is prepared by the supervisor and shared with the student. The student has a right to add additional comments, and it is our declared policy that no material of this nature will go into the student's folder with which he is not completely conversant. Grades are assigned by the faculty with emphasis on the recommendation from the field supervisor.

The field settings are greatly variable, and the selection and range of the field settings is, we feel, a function of the energy and connection of the faculty with the local social welfare community. Nor can it be denied that our students are our best advance agents, and their effectiveness, when combined with faculty outreach and linkages with agencies, has provided us with the broadest possible spectrum of field placements. We feel strongly that in the generalist concept such approaches are critical. We utilize in the current semester, for example, the Veteran's Administration Hospital, the Department of Public Welfare, the Social Services Department of a public housing project, the Pupil Services Division of the Board of Education, a volunteer counseling program in an inner-city high school, a middle-class family recreation center, a ghetto-generated black cultural center, a psychiatric institute and hospital, a diagnostic center for emotionally disturbed children, a residential center for retarded children, a neighborhood organizing center, and a great variety of other settings.

Although necessarily brief and not advanced as a model, the above sketch of our approach to the actual course offerings may be useful in the curricular examination. However, we are all quite aware that in addition to a conceptual framework, and a sequence of courses with logical sequiturs linking them, a variety of other factors contributes to the effective development of a program. With your permission, I should like to comment on a few of the other characteristics.

Some Additional Notes

We are quite concerned with the Department itself being a model of what we are teaching. I have referred above to a number of characteristics which maintain on-going and continuous student involvement, and a variety of interactions between and among faculty of the division, other faculty, community agencies and services, and the students themselves. I should like to here underline, however, that we consider it essential that full student participation be extended as well into the areas of curriculum planning, course and faculty evaluation, and the very heart of program development. I need not mention to this group that such a process is fraught with potential conflict, but we consider it an essential educational contribution to the socialization of the student into the human service professions.

This brings me logically to my next point which involves the creation of socialization opportunities. This ranges from social evenings, accompanied if possible by beer, to student/faculty rap sessions, to participation in a variety of professional conferences and conventions with reasonable opportunity for reportage back. An additional factor in this area is the use of practicum experiences in all courses in the range of offerings, together with the opportunity for seminars with practicing professionals as appropriate opportunities occur both in and out of the classroom.

I will not dwell at great length on the faculty role model itself, but call to your attention Robert Ryan's forthcoming publication on the curricular implications of the generalist concept in which he comments effectively and trenchantly on this factor. In our program, we make continuing efforts in this direction and have created a faculty attitude in which involvement in a variety of services, agencies, and social movements is both appropriate and welcomed. Faculty have created viable connections with over three dozen agencies, in most of which they play some dynamic role on board, committee or project levels, not as tokens. We have also developed adequate connections with city and county government, planning groups, and a variety of other sources. This not only enhances the role model of faculty, but quite selfishly, it provides the faculty with additional contemporary knowledge which results in useful input into the classroom. It also results in a variety of new student roles in and around these agencies and services being constantly created. We consider this whole approach essential.

I have referred above several times to our counseling model, and I will not dwell on it here at length. It is characterized by a high degree of individualization, faculty conferencing on student needs and interests, and we make it a particular practice to involve ourselves in student counseling during those periods of the semester when there is a general opportunity for adequate time and a lack of registration and exam pressure. Full student records are kept, particularly referring to course selection and plans, and the student participates in this process. This provides ample opportunity for early discussion of field placements, student selection of a variety of offerings throughout the campus, and other substantial positives in the student experience. (See Chart I.)

The faculty also makes an effort to be highly aware of, and sensitive to, student interests, particularly in the area of social action. This frequently eventuates in a great variety of projects, including bus trips for lobbying at the state legislature and a variety of other local action activities.

In Conclusion

I now realize in concluding this exposition, that I have probably dwelled more on the conceptual framework and the pervasive themes running through our entire program than I have on the substantive content of the courses themselves. I feel this is, however, appropriate.

It is my conviction that our students upon graduation will enter into a variety of job roles with a wide and random scatter of titles in a wide spectrum of agencies. In fact, I agree with many of the contemporary writers who indicate that we cannot even effectively predict from our present perspective the type, structure, style or service delivery of the agency of the future. We therefore feel that our educational mission is to equip the student with basic, essential interventive skills, together with an attitude of flexibility and a strong commitment to social justice and the belief that change can in fact take place for people, groups and communities. I don't oversell our BAs either. They are not clinicians or therapists in the competent MSW model. They are, however, professional first-liners, infinitely better trained than the thousands of undifferentiated degree-holders now on jobs.

We can only dimly perceive at this time the real needs for our graduates in the next decades. Linkages to the job market are presently random and variable. Our posture is that for the short term, we must "take care of our own chickens," and therefore, we find that the wide scatter of field work placements and the germane involvement of faculty in the local community is a useful connection with job placements upon graduation. For the long term, however, there are national and state stirrings in the direction of certification, preferential treatment in the hiring procedure, and uniformity of procedure for entrance into many of the human services. This will be accompanied by both statewide and by federal entrance and classification which may well combine all of the presently offered human services, including public assistance, employment and rehabilitation counseling, mental health, and a variety of other systems which are presently discrete and separate. The Intergovernmental Civil Service Act presages such developments. However, this discussion must be undertaken at another time and in another place. For the moment, I call to your attention these movements in the job market, together with the forceful introduction soon to come from SRS of "the social professions." If time allows, I would like to say a word about this later, together with the early indications of the accompanying funding demands which will shortly be revealed to us.

For the moment therefore, our approach to generalism is in fact an approach to competence in serving people in a variety of employment systems and newly evolving agency structures. We have linked our educational mission to this conceptual framework. At this point in time, this is the road on which we find ourselves.

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PART II

INNOVATIONS IN FLORIDA

CURRICULUM FOR INDIGENOUS HUMAN SERVICE WORKERS

Stanley Lynch and Marta Konik

We're operating in temporary sites — we presently have no permanent facility, no brick and mortar college campus that has been built. We do have facilities that are being planned and are presently under construction. We've got some really exotic locations. Our first site was a condemned junior high school which rightfully was condemned. This is our main campus. Our second is a condemned hotel. Our third extension was into some metal Butler buildings. These were used formerly as a carbon plant that moved. That became our vocational center. It had dirt floors and we poured a concrete slab. Due to a local desegregation decision, our county school board abandoned a previously all-black high school and this became our fourth site. These are the locations that we are operating now for approximately four thousand full-time students. We moved into the community in an atypical way, but a nice way. I say that non-apologetically because it thrust us right into the center of the community where there was not much advance planning for us to be.

I acknowledge the statements of Dr. Swift most intimately because the nature of our human service programs really grew out of a need for service. We didn't dream up programs that would just be nice to have. We found ourselves thrust into a social action mission because of where we were located, and as a result of that we tried to design ways of being that would be appropriate. In-service training activity really was the format of our initial working with programs. People on the job, people with inadequate training, a "need" type of approach. We began to build packages around need rather than sitting down and defining long-range programs with all kinds of fantastic components.

Before I go into more detail, I would like to recognize the state agencies and others which have been supportive of our mission. This should not go unrecognized because we would not have been able to progress in these ways if we hadn't had this external kind of support. (These aren't in any particular order.) One of the most important was our State Board of Regents and the Higher Education Act of 1965 which provided funds for our social action commitment and stimulation funds for three year phasing. We were able to evolve two operational parent-child centers which were developed by the college.

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The State Department of Education, using the EPDA-B2, provided us with funds to collaborate with both the University of Florida and the county school board for developing differentiated staffing. We developed a teacher aide program using the College as an educational base for the training of aides which are presently employed in the county school system and/or are moving into upper division universities. Staff and Program Development (SPD) funds which are part of our community college operating budget, have enabled us to use released time for the development of varied programs. Our present Human Service Aide program is in part funded through use of these SPD funds.

I also would like to recognize the importance of the sponsoring group that brought us here for this Human Service Educators' Conference, the Social Work Education Project. With their cooperation and encouragement this past year, we have initiated a research project. This same group has included us in a collaboration with Florida State University in the placement of social work interns. This fifth year student is working in the Division of Family Services and also working at Santa Fe in our Human Service Associate program.

The Southern Regional Education Board has also been very important to us as a college. We have been part of varied activities sponsored by both the Mental Health Program in the Community Colleges Project as well as the Social Work Education Project.

The Santa Fe Experiment

Santa Fe is not as big an established firm as this morning's presenters. We're emerging, we're growing with ideas, with faculty and with facilities. We have a modest population but I would like to share with you the way we're moving into social action in the community we serve. I do this hoping I don't sound immodest. It's our thrust; it's important to us and I want to give you an overview of our emerging community college and how we view our mission.

We are presently operating two parent-child centers that are being sustained within the college itself. These are now providing a base for our Early Childhood Associate program. We train early childhood aides as well as provide a pre-school program on two sites for thirty community kids. We have a representative socio-economic range of families. We are presently involved with the Division of Vocational Rehabilitation in an exciting Work Exploration Program. We're in our third year of this program conducted for clients referred to the College from the Division. The College trains parent educators for the public school system as well. This is a joint program with the College and the University of Florida Institute for the Development of Human Resources. We're additionally conducting a program for cottage parents at the J. Hillis Miller Medical Center. We've taken leadership in development and implementation of 4 C's, the Coordinated Community

Child Care Program, and head up the educational component for the training of day care center workers. As an extension of these previous programs, we emerged into the counselor aide programs which we redefined more generally into the Human Service Associate concept. We are in our first full year of operation of this program and oriented toward the Human Service generalist approach. In some ways we have an inverted curriculum where we train skills, methodologies and then move more into theory.

I'm trying to allow you to view our biases, our staff training orientation, and our own particular background which has not been heavily social work oriented. Most of the faculty that's involved in these social action programs have been professionally educated in counseling, educational psychology, and early childhood — not really in social work. We have a wondrous group of people helpers not really rooted in traditional social work. We're learning about social work.

Out of our varied backgrounds grew the main thrust of our Human Service program. We've recruited persons into the generalist program who want to be helpers. We explore their basic native abilities to be a helper and see where we can go from there. Our program is growth oriented, personal growth. We invest a good amount of time in assisting individuals to find who they are and what they're up to. We feel strongly that the individual needs to identify his own mission in life, his own commitment prior to or as part of his on-going training. This needs to be the core of his two year college experience. We do have a very strong bias for self-exploration and growth. Many of the students in community college want to know their own mission, their own purpose, their own desires, their own natural possibilities as helpers and social involvers, and we feel our program should reflect this concern. We've attempted to screen in persons who appear to possess the greatest potential as people helpers. We don't have this process completely refined at this point, but we do know we have some ways of identifying potential helpers and feel that we have developed ways of assisting them in becoming more effective.

New Roles for Students and Teachers

Students should be involved in the "experience of" as well as the "training in" process. Students need to become involved in field placements almost immediately and need to learn to problem solve. Our Human Service program is immediacy oriented. "Untrained" helpers placed into service situations tell us what their needs are and we respond. Thus, in some ways, we become consultants to the students, rather than teachers.

Additionally, faculty involved in our early childhood programs work with real live early childhood people, the threes and fours, as well as training the aides. Those that are involved in the Human Service Associate program actually function as counselors. They are not only teaching about, but are doing with others. So part of this underlying philosophy is that there needs to be an apprenticeship of the student with the so-called mastercraftsman who can do the job, where the student can learn, question, and check it out.

There's a feeling that the teacher must be a strong social actor, not just a theoretician. If we're talking about developing a social change agency, the teacher should be involved in social change, not just talking about it. "I'm involved; this is the way it appears to me; this is the way we'll look at it; you're free to choose but here's where I am; here's how I do it; I'm a model, or at least a target anyway; I exist." Those are the primary characteristics of the teaching faculty in the College social action programs. They aren't just teaching about acting; they are involved. Poor actors sometimes, good actors at other times, but they do act. They are involved and this is a very important component of community college relevancy. If your faculty is operational in the community, the students will reflect it. But if the teaching faculty becomes irrelevant, distant, removed, aloof, then the students will reflect this too.

We have engaged in broad recruiting for our Human Service program. We have gone to neighborhoods with handouts; we've done radio ads; we've advertised in the newspaper for people helpers. We've had varying degrees of success in trying to recruit the atypical community college students.

Curriculum Objectives

The objective of our program is to enhance the personal growth of the student. To accomplish this goal, the curriculum has been constructed to provide optimum opportunity for development of the helping relationship. This is done from the moment the student begins the program with the explanations about grading, the individual's responsibility to himself and others and the methods of group relationship development.

Through trial and error we have been trying to come up with a program that can meet the unique needs of the variety of students that we have and at the same time give them the core of competence that they will need to be effective in the field. I believe this Fall we came closer than ever to our ideal and hopefully, next Fall we will come even closer.

The objective of our program is to enhance the personal growth of our students, to share with them the helping ways that have proven effective to helpers and to guide them in developing their own helping style. As a result, we hope that they will become more facilitative.

This Fall our enrollment of sixty beginning students was distributed into a morning, an afternoon and an evening session. We have found that offering an evening session is essential to reaching the atypical student.

Student Evaluation

Since we have to contend with a grading system we have adopted the contract method because it places responsibility upon the student and eliminates the anxiety produced by grading systems in which students are not certain of their final grade until the course is completed. The requirements for each grade level in the contract are pre-determined by the instructor; however, they are open to negotiation with the students. The following discussion of the main parts of the contract will provide some insight into the philosophy and structure of our program.

The minimum amount of acceptable work for the student is at the C level. One of the requirements for this grade is that the student be involved in a community agency for at least two hours a week. This is *not* a placement as a mental health technician. It is volunteer work in the community.

The first day of class the student is given a list of community agencies that are in need of his services. By the next week he is responsible for having contacted the agency of his choice and started serving it as a community volunteer at such an agency would normally do. In doing so, the student's main goal is to form a helping relationship with someone.

In order for the instructor to keep personal contact with each student as he begins to perceive himself as helper, the student weekly turns in a diary of his experiences. The instructor reacts to them in the diary and returns them immediately. The emphasis is not on what actions he performed (reading to, writing letters for, playing with), but rather on how he felt. How did he feel while with the other? Was he able to perceive how the other felt in his presence? The instructor in responding to the student's experiences, tries to answer questions such as: Is this student feeling threatened, angry, overwhelmed, bored, fulfilled? What does this mean for him as we plan together his future as a mental health paraprofessional?

Group Dynamics

One hour a week the students divide into small groups and discuss with each other their helping experiences and what relationship they have to the topics being discussed in class. We are involved with a vast variety of community agencies including: Suicide and Crisis Intervention Center, Trenton School for Juveniles, recreation centers, Boys Clubs, day care centers, nursing homes and drug rehabilitation centers.

Another minimum requirement is participation in a weekly mini-lab. The mini-lab is at the core of the program. This is an opportunity for the student to practice and develop his helping skills and receive immediate feedback. We have our students divided into 15 mini-labs. There are 3 or 4 students and one instructor per lab. Briefly, in the lab the students practice their skills for one hour in front of the video-tape equipment. They do so in any of many ways, such as role playing, helping each other with real problems, helping a volunteer outsider, or engaging in a group discussion. During the second hour the instructor and students play back the tape. As the students watch and hear themselves on television and react to what has just happened, learning takes place. The instructor takes his turn helping and being helped by the students and receives from them feedback on his helping skills.

All the students presently are involved in a growth group experience. Its purpose is to give them an awareness of group dynamics so that they will be ready to co-lead groups in the agencies they will be involved in. Also group participation is a means for them to receive honest-helping-feedback from their peers as to how they are coming across. They realize that they must help each other because shortly they will be getting, perhaps not very caring, feedback from their agency supervisors and clients. Our building facility is equipped with a room with a two-way mirror, which lends itself to many creative uses. For example, it permits a group of students to observe the dynamics taking place in another group or for the leader to physically remove himself and see if the group can assume its own leadership. With the consent of the participants at times the groups are video-taped and afterwards, their dynamics are discussed.

The students are required to have attained a satisfactory mastery of the course content. This mastery is determined by means of tests and class participation. The tests are not graded, but rather the instructor comments upon them. If an instructor feels a student's response is not satisfactory he discusses the matter with him. At times it is obvious a misunderstanding has taken place; other times it is just as obvious that the student needs to study the material and retake the test.

The Helping Attitude

The basic goal of the course content in the first quarter is to give the student a helping attitude upon which the knowledge and skills he is to attain later can be built. In doing this we have found effective the use of Martin Buber's I-Thou and I-It philosophy. We attempt to familiarize the students with a variety of helping approaches, their advantages and disadvantages in order to make them acutely aware that they too must develop their unique helping way. Whenever possible, we try to have dual teaching, so that if a student cannot relate to one instructor, he has another one to whom he can go. Also diversified ideas result in creative planning. We believe a student learns best when an opportunity is structured for him to first experience what he is to learn, and so we try to teach accordingly. Role-playing has proven to be an invaluable tool in doing this successfully.

Special Projects

The student who wishes greater involvement might choose to volunteer for a class project. This provides an opportunity for him to do his thing. One student involved in Yoga, as a project shared with the class the meaning Yoga had for him and how he felt more helpful because of it. A group of students doing volunteer work at the local Crisis Intervention Center staged a play showing the unique way this agency has of going to those who are in need. The student who has satisfactorily completed the course's minimum requirements and involved himself in a project contracts for a grade of B. We have almost 100% class project participation.

The student who contracts for the grade of A engages in a growth project. Perhaps the rationale for this is debatable. On the assumption that a person is most helpful when he feels worthwhile and is in touch with the reality around him, a growth project seemed to be a suitable culmination for the student's first quarter in our program. A growth project is an opportunity given to the student to help himself. We all have a lot of little things we want to work out within ourselves, but somehow we never settle down to deal with them. So we tell our students, "Go ahead, take care of that one thing within you that has been bothering you; we will help you." Every personal project is different, ranging from a research on the scientific nature of drugs to trying to control a sharp temper. One example: in one of our classes there was a young black girl who was hassling with the idea of relating to white people. She was not even sure that she wanted to relate. Together we decided that maybe it would be a good idea as a growth project to do some volunteer work at a nursery for pre-school white children. Perhaps she would come to see in the little children who are still untainted, innocent and touchable, hope for the white people.

Class attendance is absolutely required. If a student is absent for more than three classes, it is normally assumed that he will receive an incomplete and retake the course. However, this is not a punitive measure. The student understands the class experience is so essential to his preparation that no outside make-up work could ever be able to take its place. This applies just as much to the student who is absent due to illness as to the one who took a long weekend at the beach. It is not uncommon to have students who decide to continue attending class regularly even though they know they will have to repeat the course.

We believe that providing all of these experiences for the students enables them to make a more responsible decision on their future career plans before they invest more valuable time and money in it. Also it gives the staff solid basis upon which to base our professional feedback to them on their potential in the helping profession.

THE SOCIAL WELFARE PRACTITIONER PROGRAM AT FLORIDA A&M UNIVERSITY

Victoria Warner

The undergraduate program at Florida A & M University is not oriented solely toward the BA "practitioner," but also prepares students for graduate level training. We have designed a curriculum which offers its graduates the option of going immediately into employment or into graduate social work education — for students who can least afford the luxury of specialization which may later inhibit academic mobility. It is the student who makes the decision as to how his time will be spent after graduation, not the limitations of his program of study.

The undergraduate program in Social Welfare is a minor sequence in the Department of Sociology. All of our students get a broad liberal arts base and 45 hours in Sociology as a background for the 27 quarter hour minor sequence in Social Welfare. We have considered offering a major in Social Welfare, but felt that so many of the Sociology courses which are presently taken would be significant in the new major program that the real change would be in nomenclature rather than in differential content.

The program enjoys a new affluence in funds and in spirit. In January, 1969, we were fortunate to have the Division of Family Services (the Public Welfare Agency of Florida) support a teaching grant which permitted us to move from a one-man operation to a program boasting seven faculty positions, a librarian and supporting secretarial assistance. We have a departmental library of journals, paperbacks, monographs, textbooks, films, tapes, slides, etc. Four of us teach Social Welfare content courses, one supervises students in field placement, one serves as field instructor for our student field unit in the local office of the Division of Family Services, and finally an English teacher serves as communications technician, whose sole responsibility is the development of language skills, oral and written. The latter position may seem unusual in a social welfare program, yet we felt it essential in pursuit of a comprehensive program offering every possible strength for students emerging predominately from a ghetto subculture with somewhat less than adequate academic skills. We are a cohesive, hard working group committed to a total experience, functioning on a variety of levels in classrooms, as student counselors, and in agency activities as board members or coordinator of student volunteers.

The curriculum model at Florida A & M is almost identical with the Memphis State Program. It is a process model, and we make no apology

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for concern not only with the subject matter but with the subjects themselves, the students. It is necessary to call on imagination, creativity and often utilize gimmicks to attract the real attention of students who are simultaneously late-adolescent, resentful, sometimes angry, proud and even racist. The students at Florida A & M University are in many ways similar to those described in the Santa Fe Junior College Program. We add three additional program phases to the curriculum model suggested by Memphis State: self-identity, commitment, and self fulfillment. These phases occur simultaneously with the curriculum introduction, levels of interventive methods and professional practice. (I am purposely omitting a lengthy discussion of the components above as they have been amply attended by Dr. Paul Schwartz from Memphis State.) Using a cliche from social work practice, that of "starting where the client is" — we introduce the student to a social welfare curriculum by introducing him to himself.

The process of becoming is quite often identified in curricula designed for black students. It does not seem to be emphasized as much in programs on predominantly white campuses. I doubt seriously that it is presumed that the latter student has no problems in this area; it is possible that more personal resources are available which reduce the visibility of his search for self-awareness.

Working on the assumption that the student does, in fact, want to become a meaningful person we suggest a level of commitment towards self-development which can be translated into appropriate skills in helping people. What better way to get a person interested in his own abilities and skills than to help him look ahead to a meaningful role in the helping service? Realizing that many persons may be waiting for his expertise, good judgment, counsel, and leadership — he takes an added interest in the "college-style" resources available to him. In many instances the difference between a fair student and a really good student is a matter of commitment.

The last phase of the curriculum model is self expression or the opportunity to experience usefulness. We have two projects to support this phase of development. From time to time a package of instruction or a mini-course is made available to students in the evenings. These courses are taught by experts in the particular area and students attend on a voluntary basis. The Laubach Literacy Course is an example of a 15 hour program which prepares individuals to teach basic literacy to adults. Students readily agree that literacy is yet a crucial problem; the training period is short, the skills are extremely simple, (and transferable) and the participant emerges with a feeling of adequacy. Graduates of the training program may be assigned to work with one adult, thus extending the involvement over several months. Similar courses in Income Tax Forms, Appropriate Insurance Policies, Family Planning Resources, Consumer Education, Credit Buying, Coops and Credit Unions are other mini-course programs in developmental stages.

The second project aimed at self fulfillment is the "compulsory" volunteer program. Every student in our program must accumulate a minimum of 120 hours of service or affiliation with any one or several community agencies. Volunteering serves as the vehicle to expose students early to the system of services with which they will be working upon graduation. It also offers the opportunity to understand the role of the volunteer in agency programs. More than likely it will be necessary as a paid worker, for the B.A. degree person to supervise volunteers in his employment. Finally, the volunteer program offers the student the opportunity to give of self. When a student is able to move from "an attitude of getting" to one of "giving," he has also made many other significant changes related to subject matter components of the curriculum.

A conscious effort is made by members of our staff to see that post graduation activities are really a matter of choice with our students. The field placement supervisor is in constant touch with the University Placement Bureau and with personnel officers from a variety of programs and services. It is most unusual for one of our graduates to leave the campus unemployed. It is equally unusual for a graduate desiring additional educational opportunities to leave the campus with some questions as to his acceptance in graduate school. Despite the fact that we are graduating more than 100 students every year, the opportunities for employment and graduate education exceed the number of persons we serve. These statistics are not due to chance, but rather to the resourcefulness and commitment of persons working in the program as well as the experiences of employers and graduate schools having accepted our students.

I'd like to comment very briefly on the continuum of helping service programs: A.A. or A.S., B.A., B.S. or B.S.W., M.S., M.S.W., etc. to Ph.D., D.S.W. etc. Any continuum has its problems, enhanced by standards of accreditation, limited funding, and probably decline in the job market. We at Florida A & M University are in a middle position, having to accept programs from junior colleges as well as meet requirements for advancement into a higher level program. It would be very easy for a Bachelor's level program to avoid the issue of training for competence by simply transferring their frustrations onto the admissions process at the graduate level, as junior college programs might do to the Bachelor's level. I am yet appalled at the time spent by persons in the helping professions in canceling out, as opposed to energies spent in development and utilization of human resources. I see our greatest contribution to the concept of the continuum as a cooperative commitment to easy transition for the students whom we serve.

THE CHANGING ROLE OF UNDERGRADUATE SOCIAL WORK EDUCATION IN RELATION TO THE GRADUATE PROGRAM

Lester M. Sielski

Education for professional social work has the unique academic history that it began at the graduate level. It did not have the traditional development built on layers of increasing knowledge. Strong-willed, dedicated, and far-sighted humanitarians who in the early days of our country's growth recognized the complexities of man in his society also realized the need for exacting education to properly prepare those who wanted to be social workers. These early social work leaders superimposed a specialized academic program upon existing baccalaureate studies. Courses were created from the knowledge, experience, and knowhow already gained from work with the poor, the abused, the institutionalized, and the emotionally disturbed. Added to this was the theoretical knowledge gained from work with the poor, the abused, the institutionalized, and the emotionally disturbed. Added to this was the theoretical knowledge gained from psychiatry, psychology, medicine, and law. These all combined in developing a specialized professional person prepared to alleviate the ills of our society.

As the number of professional social workers increased, their expertise in the field also increased. In time professional social workers felt that they had the potential and the responsibility to bring their healing art to all those needing it. To strengthen the quality of social work education, the social work associations set up accrediting standards. The emphasis of all this was focused upon the graduate school and the professional product it produced. All efforts toward developing social workers other than through the graduate school route were thoroughly discouraged.

This worthy plan of having a well prepared graduate school product working with those who needed social work help would probably have succeeded had not strong economic, social, political, and international forces intervened. First of all, the depression had a terrific impact upon all levels of economic, social, and educational life. As the thousands of unemployed streamed to the public welfare offices for assistance, the social work profession mobilized its forces to give leadership in helping the poverty stricken. Private agencies loaned their professional workers as executives and consultants, but there just were not enough trained social workers to be hired for all the thousands of social work positions that were needed. Into these

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vacancies came historians, school teachers, sociologists, psychologists, business majors, and even some chemists and agriculturists. All those who had baccalaureate degrees applied to be public welfare workers. There is no doubt that they did an outstanding and unprecedented job in easing the burden of the poor and the unemployed.

As World War II came upon us, the chemists, physicists, business majors, and others with assorted B.S.'s and B.A.'s found work in private industry which began to mobilize for the war effort. Needless to say, many found their way into various branches of the armed forces or into the American Red Cross. Sad to say, during the period of the war the Schools of Social Work, along with all other schools of higher education, suffered for lack of students. The number of professional social workers produced during the war years was, indeed, very few. What was worse, no one was prepared for the social upheaval that came with the end of the war and the beginnings of the social unrest that is still racking our total society.

Social work education expanded greatly after the war, but the educational preparation for social work was still based upon the graduate level model. The professional social work association, along with the schools of social work and the Council on Social Work Education, discouraged undergraduate social work education. Few courses were introduced on the undergraduate level, and those that were introduced were introduced under the guise of introductory courses to gain recruits for the graduate schools. As late as 1955, professional social workers were appalled at the idea that the University of Buffalo in its School of Arts and Sciences was teaching two undergraduate social work courses. What did they think of the School of Social Welfare at Florida State University, that was offering a B.A. in Social Welfare?!

Through the fifties and into the sixties it was quite obvious that the graduate schools of social work could never catch up with the demand for professional social workers; yet professional social workers and educators continued to strongly resist social work education on the baccalaureate level. But the need for social workers was too strong. Here in the Southeast new social welfare programs were being introduced to meet the needs of a public which was awakening to the paucity of social services. Workers were needed to administer these programs and develop new delivery systems.

It is to our credit that at Florida State University the School of Social Welfare was one of the first in this nation having the foresight to see the new trends in social work education. Under the title of Social Welfare, a basic undergraduate social work program was developed. The social welfare majors that graduated from that program had no problem finding positions in social work agencies and in most instances did a very creditable job. Other universities and colleges took this same route and the numbers increased rapidly so that by July, 1971, the CSWE had approved more than 157 undergraduate social work programs.

The process of approving and legitimatizing the baccalaureate social work program has taken considerable time, although since about 1965 the tempo and pressure for change have increased. Alfred Kadushin, speaking in Denver in 1965 of the "first year of graduate training during the last year of the bachelor's degree program," expressed himself in these words:

> This is a proposal worthy of wide experimentation. At the very least, this way of operationalizing the concept of an undergraduate-graduate continuum makes it possible to make the Master's degree program more intellectually vigorous. At its best, it might permit the offering of the first professional degree after only five years of study.[1]

During the same period, Ernest Witte added another dimension to a definitive analysis of what appeared to him to be two separate career lines:

> The serious consideration being given to the potential contribution of undergraduate education for social welfare seems to be due in part to growing acceptance of the idea that at least two career lines are possible in social work . . .[2]

A few years later, at a meeting of the nine deans of social work of New York State, support was given to planned development of undergraduate programs.

The above authorities plus many observers have combined efforts for a review of the standard that prohibited any variation of the two year requirement for the MSW. Taking the lead, the CSWE appointed a special committee to study the length of graduate education. This committee was chaired by Dr. Herman D. Stein, provost and university vice-president of Case Western University. After holding regional meetings with educators and practitioners representing all regions of the United States, the committee presented its final report to the Constitution Conference of the CSWE at Seattle in January of this year.

The Committee on the Length of Graduate Education recommended that the concept of a two-year graduate social work education be retained to produce the kind of competent social worker society needs. At the same time, it was recognized that for some groups of students, a graduate program of different time span may be possible and desirable. In all instances, the committee believed that every student should be required to be in full time graduate status for at least one academic year.

The CSWE Conference and its board accepted the committee's recommendations and requested the CSWE Commission on Accreditation to draft new standards incorporating these recommendations. The new standards were adopted by the CSWE Board of Directors at its April 1971 meeting. The Board thus made an historic change in social work education; it authorized accredited graduate schools of social work to grant advanced standing of up to one year to any specified category of students who have completed an educational program in an accredited undergraduate college or university if the following holds: the graduate school's faculty must satisfy itself that the undergraduate study is substantially equivalent to the graduate school academic content missed by granting such advanced standing.

This new standard, which applies to students admitted in 1972 or after, is optional. A school may grant advanced standing for one term, one semester, or whatever time or credit it sees as appropriate. An example of the category of students that might qualify for advanced standing under this new standard would be those who have completed an approved undergraduate program in social work.

A second new standard covers categories of students with experience or other nonacademic qualifications. Prior approval from the Commission on Accreditation is necessary before advanced standing can be granted to such students. An example would be those who have served in the Peace Corps or who have had extensive social work experience.

It is with great enthusiasm that schools with accredited undergraduate social work curricula have hailed the new directives on the length of graduate education as directed by the CSWE. This gives a school like ours at UWF or at FSU an opportunity to develop a quality undergraduate program that will satisfy the social work graduate school admissions policy. In other words, we can virtually offer the social work major on the baccalaureate level an opportunity to complete the first year of the two year program for an MSW degree. This new development gives the upper division universities the impetus and desire to develop undergraduate curricula that will not only lead the social welfare major to a professional social work job but also give him the opportunity to complete his first year of the two year academic requirement for a graduate degree.

By happy coincidence, the Florida Board of Regents' Social Work Education Project is reinforcing, and almost implementing, the new directives of the CSWE regarding the Masters degree. The advisory board has already designed the five broad areas of curriculum concentration on the undergraduate level, and has laid the ground work for the educational continuum from the community college, through the upper division school and on to the graduate school. What a tremendous opportunity we have to develop a smooth transition for the social work student from one educational level to another. We are in a history-making circumstance for laying down the guidelines for such a continuum; and if we do, we will have established a social work continuum model that will serve many other states. But what is of more importance, we will have begun the process for preparing more social work practitioners to meet the ever increasing demands of our social work agencies.

NOTES

[1] Alfred Kadushin. "Two Problems of the Graduate Programs: Level and Content." *Journal of Education for Social Work*, Vol. 1 (Spring, 1965), p. 38.

[2] Ernest F. Witte. "The Purposes of Undergraduate Education for Social Welfare." *Journal of Education for Social Work*, Vol. 1, No. 2 (Fall, 1965), p. 55.

GRADUATE CURRICULUM FOR THE FUTURE— MASTER'S LEVEL

L. Diane Bernard

I tried to think after Chuck Guzzetta's keynote speech (which gave us the erection model) about how to represent mine from the feminine point of view, but everything I thought of was too obscene, except for one thing, and that really turned out to be more truth than poetry. That is the collapsed model. That's what happened to my speech.

I really was going to try to talk about the MSW on a continuum and particularly in relation to the development of a one year master's. Having really tried to attend to what I was doing over the last day and a half, I no longer can limit my remarks to that focus. Originally I thought that there were some major questions of curriculum concern to be raised, and now the idea of starting back at the A.A. level and keeping on to the doctoral level presents an overriding concern in relation to what looks like possible premature locking into career lines versus the problem of meeting manpower demands for increased numbers of trained personnel in the service professions.

In talking about a continuum, the two key things that I thought we need concern ourselves with, were problems of avoiding repetition and the lack of intellectual challenge versus the problem of lowering the caliber of our offerings as we constantly introduce students to the foundation courses. As I have listened over the past day and a half, I have decided that it is more and more apparent that what we are facing now is the lack of clarity of objectives from both ends of the continuum. By that I mean, are we talking about differences in degree in the old sense of strengthening, deepening, enriching, etc., or are we talking about differences in kind *a la* x, y, and z and their different levels of expertise?

This has led to consideration around multiple tracking. In talking about the B.S.W. program we have at least three different kinds of purposes. One, the liberal arts orientation around citizenship preparation. Another has been direct practice and the third is preparation for graduate school entry. We have also been talking about masters programs with at least three purposes. One, a specialized kind of practice orientation for those coming out of a strong BSW program. The other is for people coming out of some other kind of Bachelor program with or without practice experience. And another requires a kind of preparation for entering into the doctoral level. If we are really talking about all these different kinds of tracks and programs we get

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ourselves into mind-boggling concerns about expense and faculty deployment and justification of purpose. I think that is kind of where we have been fairly recently with our own concerns at FSU in respect to providing a program of linkage. This has been with the acceptance of the notion of a continuum as a given (and I am going to back-track on that later,) so that in accepting the continuum we really have not been overly concerned with the rationale for a continuum as much as we have been concerned about developing the continuum within the framework of a one year master's program. This has led us to issues and I am just going to mention a few of them.

The length of time for training is being shortened at the same time that knowledge areas and professional expectancies are expanding. We have concerned ourselves with legitimizing various means of entry including computer assisted instruction, exemptions based on course equivalencies, or developing some kind of testing or exemption examinations. We have talked about linkages between the AA and the BSW, the AS and the BSW, the BSW and the MSW, the BA and the MSW and on and on. We have also concerned ourselves or attempted to address ourselves to questions of professional and philosophical concerns apart from some of these structural issues. And by that I mean, some of the things like the continuity of services to client groups as we have shortened and played with various forms for our practicum experiences.

As we have talked about different types of practicums, we have had to look at what this does to the client groups served in terms of continuity of service. This has also led us to concerns about funding resources and the impact on our program with respect to the lag between immediate agency manpower needs and issues of professional obsolescence; to say nothing of professional expectations. We get right back to one of the oldest questions we have ever had to confront and that is "what is a social worker?" And quite frankly, before we can offer any kind of reasonable or even reasoned reaction to some of these issues, we must have a frame of reference which means we have to have some notion of what our objectives are. Otherwise we can become overwhelmed by some of these big and small concerns that I have just mentioned and many others that I am sure you are aware of. A priority of purpose, even if it is a misguided one, (which it may well be), is a prerequisite as a baseline for decision-making. And since we are only right now as a faculty wrestling with these issues, raising some of these questions, and seeking some answers, I cannot actually represent the department point of view today or even give you a sense of direction about where the masters program at FSU is going.

But I have some personal opinions and these I am quite willing to share with you. Let me put on my other hat just for a moment, (it is the safest hat I can wear today), as a member of the accreditation commission of the Council. When the Council initially established an accreditation procedure the major purpose was to define and maintain professional standards, and as in all such watch-dog or safeguarding functions, this led over time to institutionalization and rigidities. I am not being critical now but just reflecting on what I believe is the human condition in terms of such purposes. As professional schools proliferated and moved from few in number to approximately 80, the duplication and repetition led to suffocation at worst and probably boredom at best. Standards then were in terms of x number of hours in each of four so-called sequences with concern about equal hours and equal time irrespective of needs, to say nothing of some of the sibling rivalry concerns like campus vs. field, casework vs. groupwork, etc. Hopefully we will not get into the same box as we move toward accrediting undergraduate programs, with this level of concern about standards and the resultant establishment of similar programs all across the nation. As a result students have had as a basis for choice only certain options and these options were the cost of the program, the distance from home, geographic attractions, and the even riskier one of reputation of the school (which is always outdated and changes from one academic year to another). Actually there was no basis in terms of real programmatic differences. We now are living in an era of a revised curriculum statement from the Council which permits for wide open choices, but we are also experiencing a culture lag in relation to the impact of this on the schools. The schools, (and I am in a position of visiting many of them), still express concern about meeting "the expectations of the Council" when musts and prescriptions are truly minimal at this point. Programs continue to remain locked into what represents past standards and memories of one's own student training days (another well known aspect of the human condition).

My concern is that we are now in an era where diversity of program requires responsiveness to at least the following contingencies: Manpower needs in terms of the marketability aspect; regional demands; funding expectations; public pressures; ethnic differences and faculty expertise. These are the things we must take into account as we develop programs rather than national standards about so many hours of research, so many hours of policy, or so many weeks and months of what have you. One set of choices must be based on a careful assessment of who we are, and by that I mean faculty and students; where we are located; public concern and sentiment as reflected by available funds; plus an awareness of where we hope to make our professional impact; both through meeting needs and creating a positive climate for change. (And on this point I would like to add a small footnote that advocacy can be a subtle force as well as a militant one and it is important that we not forget this.) As a program, we must carve out our own particular areas to serve as a basis for student choice. All MSW programs can no longer be offered in the same mold.

Another set of choices relate to issues of generalist versus specialist. (And I have come to the conclusion that these terms have little conceptual meaning.) Generalist, as I have listened over the last day and a half, has been used to mean basic skills in casework, groupwork or community work; a capacity to function in a variety of roles such as advocate, broker, enabler, resource person, etc., as well as knowledge of multiple service areas such as school social work, corrections, public assistance, etc. Specialist has been used to relate to expertise in a given method, or in a given role, or in a given area of practice. But the most important choice of all, at least from where I sit at this point, relates to the rationale for masters level training itself. With the increasing emphasis on the BSW level for developing direct practice workers and the DSW or Ph.D. level which emphasizes research, macro-planning and teaching, we must be concerned about whether the MSW will be squeezed out entirely.

I think we have many examples, but I am going to use clinical psychology because it suits my purposes most of all and it is probably the area we are most closely associated with. At the BA level we produced people and permitted them to function primarily as psychometricians with paper and pencil tests. If you wanted to do anything else in psychology, you went on for a doctorate or else. This was partially related to where people functioned as clinical psychologists; either in clinics with physicians or in academic settings, so that it became a requirement for status purposes that the doctorate be attained before one could be given the opporunity to do anything. As a result the profession has produced an excess of doctorates and the profession itself is now in a crisis and is unable to respond to the manpower demand for services.

I am concerned that this same pattern could be followed in social work. There is a major difference between a purely academic discipline and a practice profession, and this must be more clearly identified and enunciated. Once professional training has been academically accepted and legitimized the tendency has been to get caught up in following an academic pattern with the masters viewed as an incidental, if not an irrelevant, highway stop on the way to the doctorate. My own view is that our major contribution as a profession is at the level of practice and the master's program must identify and maintain its area of unique contribution if we are to stay alive as a profession. Middle management, as I see it, is viewed as a problem for all professions and this seems to me the legitimate role for masters level training. What I am talking about here specifically is staff development, program administration, supervision and consultation, planning and evaluation, and community college teaching. There are probably others.

This trend of thought (and I must say I have reviewed my thoughts over and over again in the last day and a half) has led me to believe that the notion of a continuum which is really the focus of this conference has been too restrictive in two ways. Continuum implies a kind of thermometer concept in the sense of variation of degrees, when what we have really been saying is not related to movement from one degree or level to another, so much as change from one kind of activity or professional focus to another.

The other reason I have become unhappy with the continuum notion is that it no longer seems to fit, in that it relates too much to one professional stream, a sort of inhouse kind of idea, when as I have heard people speak at this meeting and talked informally with them, we are no longer only relating to social work education per se, but to a whole range of human service professions. This then put me into the bind of trying to conceptualize a new framework if I were going to toss out the notion of continuum as I understood it. What I now think we might be about is establishing a road map or a highway system with multiple entry and exit points and alternate paths to various professional destinations. The potential can get mind-boggling since what it might mean is that students could move from an AA program conceivably into an MSW program or that students might move from a BSW program to a Ph.D. or a DSW program, depending upon the kind of skills and interests that they bring. We might have to find ways to permit this sort of movement. My hope is that in our efforts to provide broad patterns for linkage (and that is really what this meeting is all about) and to delineate professional roles and tasks adaptable to a rapidly changing society, that we conscientiously avoid dead ends or the ultimate constraint of, "you can't get there from here." And if I may push my analogy one step further, in the sense that if we develop this kind of highway system, maybe all roads will lead to Rome, I would like to turn the rest of this hour over to our illustrious Dean, and expert on Rome (both literally and figuratively) as Dean Scher focuses on the doctoral program.

FUTURE DIRECTIONS OF THE SOCIAL WORK CURRICULUM — DOCTORAL PROGRAMS

Bernhard Scher

This conference on education for social welfare practice has thus far moved, in logical fashion, from the consideration of community college and bachelor's level programs to an examination of the present status and future prospects of the master's program. We now turn to a necessarily brief examination of doctoral programs. I say "necessarily brief" because we have been meeting for a day and a half and I suspect many of us are waiting for a decent opportunity to leave for home, shopping, or the pool, all of which have their own attractions. I also suspect those attractions may seem much more real and immediate than anything I can say about doctoral education in social work. And, yet, I think it fair to argue that developments at the doctoral level have the potential to affect the future of social work education and practice more significantly than anything which may occur in the community colleges or the bachelor's and master's programs to which we have thus far given our attention. In my view, the radical restructuring of both practice and education in social work which is so urgently and obviously needed today requires that we develop a relatively small group of independent, research-minded scholars who can creatively reexamine each and every axiom of both practice and education. If this is true, it follows that social work education must give the highest priority to the production of such scholars now and in the immediate future. It is the task of our doctoral programs, both present and future, to produce the scholars, who are so urgently needed.

Social work has always had a few such scholars and it probably has more now than ever before. But there never have been enough of them to form a critical mass, if you will forgive a current cliché; a group large enough to give its members mutual cohesion, support, and direction, and thus the capacity, acting as a group, to achieve the force necessary to affect both the form and content of social work practice and education. Furthermore, too much of our limited capacity for scholarly effort has been devoted to important, but essentially peripheral tasks, to projects which more properly belong to agency operations. All too little attention has been given to the basic studies which we need so badly and which are the proper responsibility of those involved in higher education, narrowly defined.

The history of social work, as well as the longer history of such professions as law and medicine, suggests that practice is inherently conservative

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and needs to be subjected to the radical skepticism and creativity of thinkers who are at one and the same time part of, and yet stand somewhat apart from, practice. This is probably most clearly revealed in the recent history of medicine, in which so significant a role has been played by university faculties attached to teaching hospitals and, until recently, by such organizations as the Public Health Service, which permitted and encouraged able men and women to devote their full attention to single problems in the field. It may be noted that as such agencies have become more concerned with immediate problems, they have lost their capacity to move practice into new areas. Because social work education has been so closely tied to agency needs and practice, despite frequent agency claims to the contrary, we have not yet achieved such a corps of scholars, and our educational programs, in reacting to the demands of practice, also reflect all too accurately the confusions and obscurities of practice. Obviously, education and practice need to remain closely connected, but a considerable degree of separation or independence are needed as well, in order to create the climate for creative innovation and the progressive development of theory.

It is perhaps worth emphasizing the fact that social work education developed out of practice and has remained closely tied to practice. The New York School of Social Work, now the Columbia School, is less than 75 years old and was established as a vocational training center to prepare men and women for direct service in existing agencies. From the very beginning, therefore, social work education was shaped by the needs of practice rather than by the spirit and traditions of higher education. This is not to say that reciprocal influences have been lacking, but I believe that it is not unfair to say that social work agencies have generally determined both the form and content of social work education. The current situation, while confused, is not significantly different from that of earlier periods, I believe.

The changes in social work education of the past decade and the spirit of criticism which characterizes much of what is being written and said about social work education and practice should not blind us to the fact that we have still to create the intellectual capacity and develop the personnel needed for truly radical change. Despite the existence of a very few isolated individuals, social work education has still to develop the capacity to stand firm against the demands of the agencies which hire our graduates, contribute to our financing and still provide much of our technical manpower. The seductive financial power in the hands of large public agencies has shaped both the broad outline and the specific content of educational programs in all too many cases. This power of the public agency, which is rooted in its control of employment opportunities, as well as its role in the direct support of social work education, has been magnified by the decline in the relative importance of private agencies, which originally dominated social work and, for perhaps 50 years, largely dictated the form and content of social work education. The gains were immediate when NIMH, Vocational

Rehabilitation and Children's Bureau monies were plentiful and their administration was benign and enlightened. But the current threats to such support have revealed the dangers which are always inherent in such outside funding. Even more serious threats are posed now by the demands of such programs as SRS that social work education, produce workers with specifically designated skills and knowledge. Not only has a good part of the form and content of social work education been determined by such outside pressures, but there is good reason to expect and fear their extension.

I hope you will not misunderstand me. I am not suggesting that education should stand aloof from practice and I am not questioning the need for relevance (another current cliché). What I am suggesting is that education has its own imperative and that it must maintain its differences from practice if it is to contribute to the development of practice. Such difference, as Whitehead has said, is not a calamity, but an opportunity. Nor am I arguing that education should be freed of the pressures inherent in the democratic process. I am arguing, however, that social work education, like all higher education, needs to be protected and needs to protect itself against overly rapid and temporary changes in political climates, such as are now taking place. Social work education has thus far failed to do this. If it is to do so, it will need a larger, more articulate group of what I am calling scholars, who will be relatively independent of the politics of social welfare and who can provide continuing criticism of both the practice and politics of social welfare. It is hardly necessary to add that policy and politics in this field are generally indistinguishable, because of the social character of all welfare programs.

Let me now turn from such general consideration of the forces acting on social work education to consider their specific consequences. First, I suggest that, in response to the kinds of pressure I have already described, we here, and social work educators, generally, have committed our institutions and programs to train people for jobs, many of which do not yet exist, may never come into existence, or may be in the process of elimination. You know that there is at best a most limited market for the Bachelor of Social Work and the AS degree in Social Welfare. Of course, to the extent that we convince civil service boards to give preference to our graduates, because they have our degrees, we will create a market for them, but only at the cost of creating greater rigidity in a vocational system which already is too rigid. The immorality of such actions on our part should be clear. Master's programs in Social Work already have stopped expanding and graduates are finding it harder to find jobs which will fully utilize their skills and provide them the opportunity for truly professional service. Current criticism of social work by people in high places threatens even this reduced market for those with the MSW.

Despite all our frantic efforts and the major shifts in curricula of the past ten years, we lack clarity concerning both the appropriate goals and proper content of our programs at all levels. Despite increasing clarity, which too often has degenerated into stridency, we still confuse general education and professional preparation, emphasizing one aspect or another according to our constituency of the moment. The content we teach is generally repetitive and theoretically questionable, at best, as our students tell us so frequently. What is worse, the rapid expansion of programs, in response to student demands and the availability of federal and state funding, has resulted in the overly rapid expansion of faculties which, lacking necessary training cadres, are generally unprepared for the burdens placed on them. Finally to complete what may already be too long a catalogue of problems, let me remind you that the complex content of our program is generally taught from wholly inadequate texts.

This is not the whole story, of course. If it were, we would not be attracting so many students who are at once bright and committed to serve people. Social work education, generally, and our internships, in particular, do give students an opportunity to become involved with people and society, to feel relevant. Such opportunities are attractive in themselves, and gain by comparison with so much that is traditional, even moribund, in higher education. We therefore are right to take pride in the students we attract, but we need also to keep in mind and value the criticism they make of all that we are and do. Keep it in mind, without necessarily accepting their position and bowing to their pressures. We must retain our freedom of action, resisting control by students as well as control by funding and practice agencies. We need to be responsive, *not* flaccid.

The pressure to be relevant, to respond immediately to current problems and current opportunities, affects social work education at all levels, as it affects all of higher education. Thus, our most competent social work scholars, who are all too few in any case, find it difficult to resist the requests made on them by both private and public agencies. The relatively large sums available for evaluative research and program development make it hard to resist co-optation, especially since co-optation also promises substantial rewards in status and tempting opportunities for self-advancement. It is, therefore, not surprising that a large part of the time of our few social work scholars is going into such areas, rather than into the kind of work which might lead to the development of a sounder theory base, even proof of the effectiveness of all of practice. This is not to deny the need to increase the amount of time and energy being given to evaluative research and program development. However, I would agree with such conservative critics of higher education as Robert Nesbet, that the university would do well to leave such research to appropriate institutes and the agencies themselves and confine itself to more basic and what may appear to be less immediate concerns. Staff development, for example in this view, is properly a task for agencies, not the university. The university would limit itself to what is relevant to its own nature and capacities, rather than waste its limited resources of time and skills in response to every demand made on it by the most diverse groups whose knowledge of, and concern for, the university are secondary, at best, to their own central purposes.

I have spent this much time on what must appear to you, as it does to me, to be an overly long introduction. I have done so because I found myself impelled to speak of what I believe doctoral education in social work *should be* rather than what I believe it *will be*. My record for predicting the future, I must admit, is not very impressive, although I have been right almost everytime I have expected the worst! I am, however, relatively confident that the number of doctoral programs in the United States will increase even if financial support for social work education declines overall. If there is such a decline in support, as seems likely, I believe there might well be a contraction at the Master's level, at the same time that Bachelor's and Doctoral programs increase in size, and perhaps in number. Doctoral programs, undoubtedly, will remain diverse and universities will continue to develop in areas of their own specific strength and special interests. This does not mean that the present mix will be maintained. On the contrary, I look for further reductions in the concern given to clinical practice at the doctoral level, at the same time that more attention is given to the process of policy development and implementation. In this process of program change and differentiation, it is at least possible that internal needs will force some, if not all, doctoral programs to move in the directions implied in what has already been said. This will be furthered if, as I expect, direct practice is increasingly seen as the province of graduates from professionally-oriented undergraduate programs. The holder of an MSW will, in this same view, be an agency administrator, a supervisor or director of a staff development program, although some few individuals will continue to move into direct service, including private practice.

Perhaps it is not unrealistic to hope that some few doctoral programs will dedicate themselves to and prepare their graduates for, truly independent scholarship, directed at the basic problems which face all of social work education. Such programs will be primarily concerned with the development, testing, and dissemination of theory. They will be fully committed to research, but it will be to their own research, not that proper to the internal functions of an outside agency. These programs also will be centers for the teaching of teachers and will, as part of this task, be concerned with the production of appropriate textbooks for use at all teaching levels. More generally, they will comprise a society of peers to which their members and their graduates will look for support, criticism and the rewards of accomplishment. In short, it seems possible that current forces will result in the development of doctoral programs which can and will produce a group of scholars who will act as their own reference group. To the best of my knowledge, no doctoral program in social work today accepts this as its central task.

A program which did so would need to develop a special faculty and a unique curriculum. It would not be centrally concerned with the problems of the curriculum continuum for it would be dedicated to the production of a special product. It would be hard to get into and harder to complete successfully. It would be intensive, rather than extensive, in content, and would be primarily concerned with the development of the students' capacity to critically evaluate existing theory and to build new theory. Perhaps most significantly, it would see itself, first of all, as part of the academy, rather than as an element in the total system of Social Welfare.

I am acutely aware of the fact that I have spoken too long on what may appear to be a matter of little importance. I am afraid, too, that I have been general, rather than specific. In apology, I can only claim again, as I did in my introduction, that I have tried to convince you that the doctoral program in social work should be considered the foundation of social work education at this time, not its capstone. In further self-justification, I can, and will, claim that one cannot envision the specific character of the kind of new program I have projected as necessary to the health and progress of our whole endeavor since it will develop in response to its own imperatives and will, therefore, be a truly creative, that is, unpredictable, response to the forces I have so inadequately sketched today.

CONSULTANTS' CORNER

PART ONE*

Sherman Merle

The task assigned to me was to be a "participant observer" and to identify some issues that became apparent to me during this crowded two-day conference. Little did I know, when I accepted this assignment from Dr. Austin, that I was to be a participant observer to eight major papers, three reactors to some of these major papers and four discussion groups! Obviously, my task as an observer and my assignment as a reporter of these observations is an impossible one. In the brief time allotted me — at the end of these two crowded days, I can at the very best only address myself to a very small portion of the considerable content presented at this conference.

With these qualifications noted, I will briefly identify a few issues that were presented which seemed to me to be important and that require our further considerations as we prepare to take our leave and return to our daily tasks. The issues that I identify — stimulated by Dr. Guzzetta's presentation — are a response to Dr. Guzzetta's invitation and open request to the conference to critically and vigorously examine the ideas presented in his paper.

Dr. Guzzetta presented an extremely interesting and, in many respects, a most thought-provoking paper in his discussion of the nature of the educational continuum in social work education. His paper can be described as a *tour de force.* Of particular importance was the fact that his discussion clearly identified some of the elements that need to be very clearly understood and, more importantly, rigorously applied if we are to engage in any serious consideration and discussion of the concept of an educational continuum in social work education.

Dr. Guzzetta acknowledged that any attempt to construct a curriculum in social work on a continuum was, first of all, exceedingly difficult — if possible at all. This is a frank admission for which Dr. Guzzetta is to be commended. I cannot recall reading or hearing anyone acknowledge so candidly this fact — that the construction of a continuum was no easy task. In fact, as one reads about or hears the social work continuum discussed, little if any attention is given to the difficulties inherent in the development of an educational continuum. It seems suggested at times that by merely invoking the magical words and the right phrases, the continuum will appear complete and in full flower. Dr. Guzzetta disabuses us of this fantasy, if we had it, when he masterfully delineates the nature and the dimensions of the

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*The original electronically taped remarks made by the conference consultants were edited for this publication.

difficulties inherent in the construction of a continuum in social work education. This portion of Guzzetta's paper I felt is a major contribution to the ongoing discussions of the continuum in social work education.

However, there are some other points made in the Guzzetta paper that I believe need serious consideration. Having identified the specific aspects of the difficulties involved in the construction of a continuum, Dr. Guzzetta, *bravely,* attempts to suggest some models for the development of a continuum. He seems to be saying that there can be "limitless designs" in the organization of the curriculum. However, at yet another point in his paper, he notes with considerable emphasis that a major aspect of any continuum was that the educational components needed to be planned and designed so that the components could, with ease, be fitted into educational components that would come later on in the continuum. As I heard this, and as I have pondered this issue, it seemed to me that these concepts — "limitless designs" and the need to design educational components that "fit" at different points along the continuum are issues of *major* importance. I believe that herein may lie an inconsistency and a problem that needs attention and resolution if an educational continuum in social work education is to become a reality.

If we look at the history of social work education, in effect what we have had is what may be loosely characterized as "limitless designs." What existed and, to a very significant extent, still exists is a graduate system of education that takes undergraduates from the widest variety of baccalaureate education.[1] Despite the statements made by the graduate schools of social work that it seeks a "liberal arts" educated applicant, the data on students admitted to the master's program clearly show that they come with very wide and very different undergraduate educational experiences. Indeed, it can be argued that the notion of a continuum in social work education with more systematic linking between the student's undergraduate and graduate social work education developed in no small way out of the considerable unhappiness with this kind of "limitless" educational design.

It seems to me that if we are seriously going to consider making a social work educational continuum operational, we are not going to be able to have it both ways. That is to say, we need to question whether we can develop a viable continuum that incorporates a notion of "limitless designs" and at the same time expect that limitless designs can be constructed that will insure more often than by chance that planned educational components will logically and organically fit other educational components that come later on in the continuum.

In pondering this dilemma, I was reminded of the philosophic words of Professor Charles Frankel. In an essay, "The Relation of Theory to Practice," he says:

> "There is, in any society, a necessity to choose; and there is, in most men, a desire to obfuscate or obscure the choice — a desire to

> make it look as though we can have both sides, as though we can have our cake and eat it too. If I had to say what was 'original sin' in man, I'd say it was this: that man wants things, but doesn't want to pay the price for what it is he wants. He doesn't want to give up certain things; he wants everything. But man cannot have everything."[2]

It seems to me that we continue to commit "original sin" in that we seemingly keep saying to ourselves and others that we'd like to have it both ways.

This issue is further compounded if we attend to Dr. Guzzetta's remarks that emphasize that the ultimate test of these educational designs would be the legitimation of all social workers by licensing at all levels of practice. He goes on to say that such a structure for licensing would be a "bureaucratic nightmare." I completely agree with Dr. Guzzetta on this point. It would indeed be a bureaucratic nightmare to attempt to license in any really meaningful way *all* social workers at *all* levels of practice even with a very well defined and *limited* system of social work education. When one, however, thinks of "limitless designs" in a continuum of social work education, the spectre of a bureaucratic nightmare attempting to license in such a system boggles the mind. And yet it seems to me that social work and society must undertake the responsibilities inherent in a credentialing and licensing procedure if we are to responsibly impose the ultimate test to a professional education and be credible to a sanctioning public.

Any careful reading of our history documents the fact that the concept of the continuum has been abroad for a long time.[3] Yet, in all these years we have not made a continuum of education in social work from baccalaureate to master's operational. I believe that when an idea such as the continuum has been around as long as it has and has not been made operational, my sociological sense strongly suggests that there are very, very significant reasons, both manifest and latent, for why that happens to be so. I was even more convinced of this notion that there had to be some very strong factors responsible for why the continuum has not been operationalized by Dr. Guzzetta's most interesting and analytic discussion, explicating in his paper the *specific* extrinsic and intrinsic factors extant in higher education that mitigate against the continuum becoming a reality. I do not believe that these extrinsic and intrinsic factors within American higher education are going to disappear in the very near future.

What Dr. Guzzetta's paper explicitly illustrates and some of the other papers and discussions implicitly suggest is that as the concept of a continuum in social work education from baccalaureate to graduate school moves toward becoming a reality, certain "territorial imperatives" in the undergraduate and graduate worlds begin to become quite manifest, and may be a major factor in our inability to make the continuum more real than it is at the present time.

There is a little known collection of essays called *100 Years of Emancipation* in which James Baldwin has an excellent essay called "The White Problem."[4] Baldwin speaks — in a very, very personal way — about the necessity for all of us to "pay our dues" in an effort to achieve our identity. It seems to me that without doing violence to the concept Baldwin developed in his essay or stretching it completely out of shape, organizations and systems also have to "pay their dues" in their "growing up." In Baldwin's words:

> "I, like all of us, thought I knew what I wanted, and I thought I knew who I was, and — like all of us — I thought that whatever it was I wanted and wherever I wanted to go, I could achieve *without paying my dues.* For one of the things that one cannot image, especially when one is young, is how to pay your dues. You don't even know that there are dues to be paid. . . .
>
> ". . . the collective delusion until this moment, has been precisely my delusion when I was a little boy, that you could get what you wanted, and become what you said you were going to be, painlessly."[5] (Emphasis added.)

If we are serious about wanting to have a continuum in social work education, I believe it means that some of the autonomy which each of us has been very, very jealously guarding is going to have to be surrendered. This is the very least of the initial dues that will need to be paid if an educational continuum in social work education is to become a reality.

NOTES

[1] See: Ernest V. Hollis and Alice L. Taylor, *Social Work Education in the United States*, "The Undergraduate College," New York: Columbia University Press, 1951, pp. 155-209; Galen L. Gockel, *Silk Stockings and Blue Collars*, National Opinon Research Center, University of Chicago, 1966, p. 1; Arnulf Pins, *Who Chooses Social Work, When and Why*, Council on Social Work Education, 1963, Table X, "Undergraduate Majors of First Year Social Work Students," p. 39; Gordon J. Aldridge and Earl McGrath, *Liberal Education and Social Work*, New York: Teachers College, Columbia University, 1965.

[2] Charles Frankel, "The Relation of Theory to Practice: Some Standard Views," in Herman D. Stein (editor) *Social Theory and Social Invention*, Cleveland, The Press of Case Western Reserve, 1968, p. 42.

[3] Werner W. Boehm, *Objectives of the Social Work Curriculum of the Future, Social Work Curriculum Study*, Volume I, Council on Social Work Education, 1959, p. 8, 18-19.

[4] James Baldwin, "The White Problem," in *100 Years of Emancipation* (Robert A. Goldwin, Editor), Chicago: Rand McNally & Company, 1963, pp. 80-88.

[5] *Ibid.* pp. 81-82

PART TWO

Charles Guzzetta

I disagree with Sherman's statement that his notes were ambiguous. They were not ambiguous: they were wrong. I think that I can clarify some points which he raised. One clarification is that "limitless design" versus articulation of the components is no inconsistency. You can have it both ways. My two favorite phrases currently popular could be applied here: You can "get it all together" and also, "let it all hang out."

The third point that he raised was whether the structure would be a bureaucratic (and I think I said also "administrative") nightmare and I agree it would be, but that's part of the dues that you have to pay for the plan.

That's the first item. The second item has to do with where we are now, and I find my own thinking turned around as a result of the papers which followed my own. I see three tasks for this group as it moves forward and ahead of any groups that want to move in the same direction as you do. The first one is that if you do see integrity at each level of a continuum, if indeed you agree that the continuum is not only possible but desirable, there is a major area for further attention: how to preserve the integrity within each component while having articulation between the components and among them.

The second issue or problem facing you is that we haven't really been talking about a curriculum continuum at all, but at least three parallel continuums: a curriculum continuum, a role of the worker continuum, and a self-understanding continuum (Stan was the only one who mentioned that). Within the curriculum continuum there are two sub-continuums: a knowledge continuum and a skill or practice continuum. And even within the knowledge continuum, as Dean Scher and others pointed out, there are two sub-continuums which are basic knowledge and professional knowledge. So you have really now not a curriculum continuum as we thought we had, but a curriculum continuum which is comprised partly of a knowledge and skill continuum, within which is a basic knowledge and professional knowledge continuum. That's only one of them; the other is the role of the worker continuum which runs parallel to this. There's been a lot of work on this. Your own director, Mike Austin, as well as Bisno, Dolgoff, Lowenberg and the work of SREB have spelled out various roles. These need to be built-in alongside the curriculum continuum. That's where they fit in and that's part of what we've been trying to do here. But that needs to be done in an organized way. And the third one, which Dr. Lynch and his colleagues brought up is the notion of where self-understanding fits into all of this.

The third point was noted to me yesterday after I finished. I had left out a major area, and I'm astonished to see that everybody else did — Shame on me for leaving it out; shame on the rest of us for it, too. Where does continuing education fit in with the whole thing? Ordinarily it's something that's stuck on the end. And one would suggest that in continuing

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efforts, particularly when we're talking about ease of getting in and out, entry points and exit points, we cannot *not* consider continuing education as a parallel to the whole program.

My final comment then goes back to Sherman with the idea of whether or not the notion of continuum in education for the human services in social welfare is an idea whose time has come. It's been very exciting for me this couple days. I'm going back to the drawing board, and I'll go nuts for the next six months modifying my ideas. I have a whole series of new words, too. Bernie, I loved your use of "flaccid" and I immediately applied it to my model. Somehow "detumescent" sounded closer to it. Anyhow, it seems to me that the whole notion in education of continuum is an idea whose time has come. Like Women's Lib, if the people dealing with this idea whose time has come can identify the issues and deal with them reasonably, in an appropriate and sound way, then the idea and the revolution will indeed surge forward. If not, then it will founder and fall back just as any revolution seems to be preceded by a series of collapsed efforts. If this revolution is an idea whose time has come, like other exciting social revolutions going on, the question really is not whether the revolution proceeds, it's who will lead it and how? So the issue facing educators in the state of Florida is: are they prepared to take the ball and carry it in the direction in which the revolution ought to go or will they engage in activities which will not get at the issues; will not move it forward? If you falter, someone else will pick up the revolution and will move it forward for his own purposes.

PART THREE

Dutton Teague

I will not take your time by repeating the disclaimers mentioned by the previous speeches other than to indicate that my lack of prior knowledge of the last two excellent papers prevents worthy references to them.

My comments will focus primarily upon some of the issues and dilemmas of implementing the educational programs we have been discussing the past two days. In addition to the educational issues upon which we have invested most of our time, I will include observations related to credentialing and employment which are implied in our discussion of educational programs.

As Sherman and I were riding from the airport, we talked about the continuum of education as the basic issue of the conference. Later, upon learning there are approximately 27 community colleges, six baccalaureate level social welfare programs, two master's degree social work programs, and a doctoral program being considered, it is apparent that even a semblance of communication among educators in Florida is evasive. This was further

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apparent in that group discussions during this conference have focused upon levels of education with only infrequent comments upon a continuum of education. This is understandable in view of the obvious optimism of speakers associated with the many new programs that have recently emerged. At the same time, this conference is timely in that students could be caught between these existing educational developments unless communication leading to compacts is made between various levels of education.

Chuck Guzzetta capably provided the direction for this meeting while providing us with a "continuum for the future." As you may remember, he outlined the need for several entrance and exit points providing occupational preparation at each level and an educational base for the next level. He indicated that programs at each level should be independent but interrelated and of the need for integration of all levels. While our subsequent discussions lacked further exploration of this model and suggested our preoccupation with developing new programs or modifying ongoing programs, perhaps this meeting will serve to stimulate the alteration of priorities. If so, Mike Austin and Bob Turner have provided the needed opportunity to initiate communication among educators and perhaps the foundation for subsequent workshops focused upon specific issues included in developing a continuum of education. At that point, Chuck's paper would elicit the active discussion and planning it merits.

In addition to the vertical communication needed among educators, we have only commented in passing about the horizontal communication needed with agency administrators and state personnel agencies. While this may seem unrealistic with current demands upon all of us, there is ample evidence to document the need to build these bridges. For example, the Western Interstate Commission on Higher Education has maintained a practice of including state personnel agency administrators in all workshops such as this over the past four years. In spite of this effort, only one of the thirteen states included in that compact has adopted a policy of differential employment for graduates of baccalaureate level social welfare programs. A 1971 survey in the western states documented the impact of continuing with an undifferentiated baccalaureate degree as the educational criteria for employment in social welfare agencies. The survey revealed that 45% of the 550 respondents who were 1970 graduates of social welfare programs having either an identifiable sequence or a separate department were not employed in a human service occupation. Of this 45% unemployed or employed in other vocations, 73% indicated an inability to find employment as the reason for leaving the field upon graduation. My point in mentioning this survey is to emphasize the fact that agency and personnel department administrators control the economic future of our graduates and that their active participation in our development of educational programs is needed — even if the record of changing patterns in employment is dismal.

While speaking about the interrelationship between baccalaureate level social welfare programs and employment, I should add that prior meetings with state personnel directors revealed their concern as to how they can initiate preferential employment for graduates of social welfare programs at a time when their quality control is limited. Consistent with this, there are wide variations in the scope of programs as reflected in the materials provided for participants of this meeting — it is clear the range of courses offered in various programs in Florida is vast. For example, the practicum varies from one three hour course to a series of experiences of increasing responsibility over a period of a year or more.

Since baccalaureate programs have increased at a rapid pace over the past six years, we are at a point where the needed degree of standardization is possible. I am not opposing differences, but suggest an identifiable common core to which employers can respond. As indicated by several speakers, this is also a needed step in developing the educational continuum. The Council is moving toward greater standardization as standards for constituent membership are increased and federal guidelines are moving toward demanding increased financial commitment on the part of educational institutions. Perhaps a jointly developed statewide plan for social work education at all levels would be a helpful next step. With such a plan, colleges and universities with needed resources and support could continue to strengthen or expand. Others may provide selected courses and develop compacts so their students could obtain social welfare courses not provided in the host institution. There are similar compacts in Louisville through the metroversity and over a broader geographic area in Missouri.

In contrast to the baccalaureate level programs, Associate of Arts level programs have only recently begun to increase and a wide range of experimentation is taking place. Leadership rather than standard setting is needed at this time. While nursing, psychology and social work are all developing programs, no professional organization has moved to provide consultation or guidance in program development on a systematic basis. It would therefore seem necessary for community colleges within a state to seek agreement as to at least a tentative core content base for Associate of Arts level programs in the human services.

Speakers from community college programs clearly indicated an impressive commitment to building bridges for disadvantaged individuals to obtain an education. Their goal is clearly to include a wide range of people with an equally wide range of backgrounds. At the same time, their exit standards are unclear. The distinction between helping individuals find a vocation in keeping with their potential and the eventual credentialing of them as helping persons prepared either for practice or for the next phase of their education was not made. If a base is developed at the Associate of Arts level and is legitimized by employers, we can avoid the major pitfall of the new careers program which led to unemployment as the federal support was withdrawn from participating employers — thus causing the program to frequently provide an open door to a closed room.

Mike opened this meeting with the statement that their objective was to bring educators from all levels together to discuss a common problem. The common problem that emerged is the continuum of education. Our discussions revealed many obstacles both intrinsic and extrinsic to programs — not the least of which is that the burden of responsibilities brings about a pre-occupation with individual programs. This conference has, however, provided excellent papers that can be utilized as a point of departure for further exploration of specific issues and to negotiate compacts. This conference has provided the important first step.

PART FOUR

Curtis Krishef

Discussion of the curriculum continuum in Social Welfare-Human Services education resulted in a recognition of a number of issues that would have to be resolved before a continuum could be established. Generally participants had little difficulty in conceptualizing the issues — the problem was how to relate the issues to an actual model and then visualizing the model in practice. The following are some of the issues that were discussed.

If the curriculum continuum is to result in a marketable product, there must be varying entries and exits in the model. Thus, exit points at all levels must produce a marketable product. Entry points at all levels must provide a means of recognizing prior work experience in addition to or in place of prior educational experience. This can be accomplished through licensing, equivalency exams and special courses.

Related to the marketability of exit points is the fact that each level in the continuum has different and varying tasks. Participants agreed that some method needed to be developed to determine the roles, skills, and knowledge for each level. It was suggested that a systems analysis approach might be used to determine the roles, skills, and knowledge for each level. Further discussion noted that there would be some overlap of roles, skills, and knowledge among the different levels, and there was some question as to how this overlap could be identified. Several participants noted that if too much distinction was made among the levels, the model ended up being similar to the old labor model with various relatively independent hierarchical levels.

Discussion of the necessity of a broad background obtained through general education courses resulted in agreement that the inverted pyramid model of curriculum dealing with packages of skills, and the upright pyramid model of curriculum, dealing with skills in increasing complexity, were

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compatible. Participants agreed that the two models were actually interrelated and might be merged in the model of the continuum.

It was agreed that the curriculum continuum must give a person the option to move in an individual pattern. Community colleges have already begun to develop different tracks for different students, which essentially means individualizing programs. This needs to be developed at all levels of the continuum, especially if there are to be different points and ways of entry and exit. In order to accomplish this, all systems, i.e., education, employment, etc., must work together to develop educational and employment career ladders that will recognize prior educational experience and/or work experience and will also allow advancement without further and unnecessary formal education.

PART FIVE

Susan Yelton

My comments and reactions to the workshop will be more relevant if by way of introduction I borrow a statement from Dr. Sherman Merle: "If I had any doubts about what I was doing here yesterday, my doubts increased today." I am not an educator, nor am I involved in the planning and implementing of educational goals. I am a second year graduate student at Florida State School of Social Work. For the past year I have been a "consumer" of a specific educational program.

Until I attended the workshop I had given little thought to the process which produced the curriculum I was studying. However, during the two day meeting I was constantly confronted with the problems facing social work educators and found I had far fewer answers to the dilemmas than those expressed by the participants of the workshop. My role was still the one of student, but this time I was learning about the process which produces a viable social work curriculum.

It is not surprising that I found that it is much easier to be a critic of the System than provide solutions to the dilemma of developing a social work education program which meets the requirements of an educational institution, the students and the agencies which hire social workers. Like everyone else at the meeting, I too became absorbed with the problem of defining a social work education continuum. During the process, I had to recognize how easy it is to become so involved in your own situation that you give little thought to how you relate to the rest of the educational field and the society at large. It also seemed as if the educational institutions represented at the workshop had not examined their educational goals in relation to other institutions in the state and specifically other levels of higher learning.

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It was evident that there was not one participant in the workshop who had not spent countless hours planning their individual curriculum. Each one recognized the current manpower issues in social work and provided their unique solution to the issues. Santa Fe Junior College related to the "new careerist," Florida A&M the B.A. level social worker, and Florida State University the need for graduate level social work practitioners. But it was also true that these programs did not necessarily link together to provide an educational continuum.

The answers to providing a continuum were debated from many different points of view. I find my thoughts on the subject have become colored by the remarks of Dr. Charles Guzzetta and Dr. Diane Bernard. I hope that Florida always provides its students with a choice of programs at each level of higher education and that these programs continue to recognize the manpower issues in the broad field of human services. But students should also be guaranteed that they can enter and exit the educational system at any point which suits their career plans. This approach would require, as Dr. Charles Guzzetta stated, an examination of the role of both the worker continuum and educational continuum in the educational process. They are not necessarily one and the same, although there is a correlation between them.

I maintain that a continuum which allows for varying types of entry and exit points is feasible. The worker continuum is functioning in Florida, although at times it is hampered by the malfunctioning of the educational continuum, particularly the gap between the junior colleges and the four year institutions. In order to solve the problem of the educational continuum, leadership needs to come from the Florida Department of Education. It is not unrealistic to assume that the Division of Community Colleges and the Division of Universities can come to an agreement which would enable students to transfer between the two systems of higher education. Through the leadership of the two Divisions I am optimistic that Florida can continue to meet the manpower needs in the human services industry as well as assure students that they will have educational mobility, both vertically and horizontally. The task will not be an easy one, but it should be considered a goal to attain if human services - social work education is to meet future needs of the state.

PART III
FUTURE DIRECTIONS

ARTICULATION FOR THE HUMAN SERVICES CURRICULUM CONTINUUM IN FLORIDA

Robert Turner

In August of 1970 the Florida Social Welfare Education Project came into being. Its purpose was to develop a method and organizational structure for continuing comprehensive planning, development, coordination, and evaluation of social work and social welfare education programs in all levels of higher education. The purposes also included the objective to delineate educational goals in planning for the community colleges, four year colleges, universities and graduate social work programs that would provide for differential use of staff with varying levels of education that would be responsive to the needs of personnel implementing social work programs. The purpose of this discussion is to describe the progress of the project staff in coordinating the interinstitutional articulation process.

We began by attempting to determine what was going on at the various institutions of higher education in Florida. Letters of inquiry seeking information on program descriptions, where students were coming from, what they were doing upon graduation, where the program was located within the structure of the institution, and what methods were used to assist the student to attain professional status should he desire to do so, were sent to all public and private higher educational institutions in Florida.

State agencies providing human services were asked to provide information about the educational level of present staff, plans for differential use of staff depending upon levels of education, information concerning staff turnover, recruitment procedures and description of job responsibilities at varying staff levels.

The information collected from letters of inquiry, campus visitations and meetings with advisory committees on manpower and curriculum gave ample evidence that articulation was needed between institutions and between the institutions and agencies. Individual colleges and universities were in contact with agencies, primarily at the level of field placement for their students. Individual community colleges were not aware that other community colleges in the state were offering similar programs. Each community college was put in the position of pleading the case of its technical graduates for transfer of credits to each of the state universities. The universities themselves were not always aware that other institutions in the state were offering similar programs.

It also became evident that each individual agency in the state had

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established its own criteria for continuing education. There was little evidence of planning for upgrading staff through in-service training and very little communication between one agency and another in regard to career development planning for their employees.

Background for Articulation

In order to describe the evolution of articulation between community colleges and universities, it is important to provide a background picture of higher education in Florida. As of 1970, Florida has seven public universities, five of which offer four year programs of undergraduate study as well as graduate, and two which are upper-divisional. That is, these two universities provide study at the junior and senior levels together with graduate study in some areas. Two additional upper-division institutions will open in the Fall of 1972. The nine public institutions comprise the state university system. In addition to its nine public institutions, Florida has twenty-seven community colleges. A twenty-eighth will open in 1972 which will complete the state plan for establishment of community colleges in geographic locations which will provide higher education at a reasonable cost within reach of the majority of the population of the state. The integrated educational functions of the public universities and community colleges are supported and strengthened by a pact between these two sectors of public education that prescribes that graduates of the two year institutions who pursue a college preparatory program successfully (that is, who graduate with a C average) will be eligible for upper-level study in any state university. The pact also specified that "lower division programs in all state institutions enrolling freshmen and sophomores may offer introductory courses to permit students to explore principle professional specialization that can be pursued at the baccalaureate level."[1]

The pact that establishes eligibility for the graduate of the public two year college to enroll in upper division study in a state university is a mandate for coordinated academic planning to ease articulation problems of the junior college transfer enrolling in a public university. Liaison and cooperative endeavor between the public and private institutions of higher education is steadily increasing.

Twenty-two private baccalaureate degree granting institutions and four private two year colleges complete the array of colleges and universities comprising higher education in Florida. As the decade of the sixties ended, the enrollments in the public universities accounted for approximately thirty-two percent of the total college enrollment, the community college forty-seven percent, the private four year colleges twenty percent, and the private two year colleges, a little more than one percent.[2]

Our work with agencies brought recognition of the changing patterns of service delivery, increased demands on service systems, federal legislation and policies suggesting new staffing procedures for many social welfare agencies at federal, state and local levels. The private agency while not feeling the pressure of federal legislation and policy is also subject to pressures of changing service demands.

Private agencies have traditionally been staffed according to a highly professional model utilizing primarily MSWs in both administration and direct services. Other agencies are organized according to a charity model generally using a combination of untrained and volunteer staff, sometimes under the overall direction of an MSW. There has been some movement in the private sector toward differential manpower utilization.

The impact of new service delivery systems — the separation of assistance payments from services in public welfare — the pending family assistance plan legislation, the movement in mental health and corrections toward community based centers is forcing changes in manpower utilization and will continue to do so. This, coupled with federal, regional and state concerns about effective manpower utilization sets the stage for a creation of planning and coordination efforts in the areas of social work education and manpower utilization.

Building Articulation Guidelines

The planning required for new academic programs in social work/social welfare education requires an analysis of existing programs relative to their ability to meet the current and projected manpower needs of the agencies that employ their graduates. To investigate these issues a curriculum design and evaluation committee was developed as one of the two advisory committees appointed by the Management Committee in consultation with the project staff.

The Curriculum Committee comprised largely of educators was given the task of identifying problems and issues in lower division, upper division, and graduate level study in social work education. Further, this committee was asked to insure continuity through spelling out articulation needs and identifying curriculum design to avoid duplication of course requirements by viewing programs in social work and human services education on a continuum ranging from the new careerist to the graduate level.

The curriculum committee generally agreed at its earliest meetings that there was currently no mechanism to achieve articulation among the levels of higher education and that the following tasks were required to accomplish their goals: 1) Identify manpower needs through interaction with the Agency Advisory Committee; 2) Identify in terms of curriculum the competencies that are expected at each educational level; 3) Involve program faculty in determining curriculum requirements and improving communications by identifying significant personnel at each institution; 4) Establish a method to arrive at consensus for curriculum objectives and improve communications between the community colleges and the universities; 5) Provide some direction for the establishment of additional university and community college programs.

While the curriculum committee was able to establish some of the tasks they felt needed to be accomplished, they were also aware that the committee working as a whole would have difficulty because of size (25 members) and divergence of experience. It was decided that the process for accomplishing the established tasks would be best attained through a subcommittee structure. This structure was as follows: a) Community college subcommittee; b) Undergraduate subcommittee; c) A combined subcommittee of community college and undergraduate representatives; and d) A combined undergraduate and graduate subcommittee. Each of these committees would report suggestions, findings and recommendations to the Curriculum Committee as a whole. This structure proved to be an effective and efficient means of communication throughout the two year duration of the project.

Several times during the duration of the project, there were meetings of the combined Curriculum and Agency Advisory Committees. During these sessions, time was set aside for small group discussions with a deliberate mix of both agency personnel and educators to produce interaction.

Community College Concerns

A major issue arose early in the discussions of the community college subcommittee. This was the issue of the transferability of the community college technician program's credit to the upper level undergraduate programs in social welfare education. The mission of the Florida community college system includes three curriculum tracts: 1) The college parallel program that equals the freshman and sophomore year at the university; 2) The technician curriculum leading directly to employment; and 3) A continuing education program both credit and non-credit for adults in the community. It was assumed by a number of directors of human services education programs in the community colleges that those persons completing the Associate of Science degree as a technician would recognize that their education was terminal and not wish to continue for more advanced training. This was also a position taken by the Vocational-Technical Division of the Florida Department of Education. The Social Welfare Education Project staff conducted a survey of graduates of community college human service programs in 1970. Among the information obtained by this survey two questions are pertinent to this issue of transfer of credits: 1) The graduates were asked whether they were now attending an upper division university, and 2) The graduates were asked if they planned to attend an upper division university. Forty-eight percent of the respondents indicated that they were currently or had some time in the past been enrolled in an upper division university and fifty-six percent of those who were not enrolled at the present time in upper division education planned to enroll at some time in the future.[3] This information combined with reports from other state studies and discussions with undergraduate and graduate representatives to the advisory committee indicated the growing recognition of the need for providing the opportunity for students to obtain their desired level of competence in the field.

Resolution of specific problems will need to be forthcoming. The general education component of the technician program is not equivalent to that required of the student in the college parallel program. Specialized courses such as Interviewing and Field Experience need to be built upon rather than repeated at the undergraduate level. Students tend to be treated alike, regardless of their past achievements and experience. Curriculum review should take particular note of the developing community college programs and consider core curriculum of these programs as a basis upon which to build baccalaureate and graduate professional curricula.

During several meetings the subcommittee members from community colleges exchanged information about their programs indicating the stage of development and emphasis at each institution. While course titles appeared to be different at several institutions, the presentations made it clear that a minimum of course offerings in the programs could be described by the following: 1) Introduction to social problem areas; 2) Survey of community resources; 3) Materials and activities; 4) Interviewing and skill development. These were not precise course titles but would represent areas of study. In credit hours, this would be equivalent to four courses of three credit hours, or a minimum of 12 credits. Field instruction is the second portion of the basic program. This was suggested to be a minimum of 10 credit hours with a possible seminar in addition. The general education courses provided in conjunction with specialized courses were thoroughly reviewed. The minimum number of general education courses that should be offered in the human services program was agreed upon by the representatives for transferability. It was hoped that in some cases, all of the student's total 60 hour program would be transferable.

12 Credit Hours—Specialization
10 Credit Hours—Field Experience
24 Credit Hours—General Education
TOTAL 46 Credit Hours

The above list represents the minimum human service offerings in the community colleges. Many offer substantially more credit hours in various areas.

University Issues

Similar meetings were taking place with representatives of the four year colleges and universities. Consensus of this group indicated a basic agreement that the social welfare undergraduate program at Florida colleges and universities should include as a minimum at least one introductory course content in the following areas: 1) Social Welfare institutions (policies and programs); 2) Social welfare practice (service delivery methods); 3) Interviewing (techniques); 4) Research (introductory methods); 5) Human behavior (growth and development). These again are not precise course titles but would represent approximately five courses with credits ranging from three to five hours each.

Field instruction again would be the second portion of the basic program. This was suggested to be approximately 15 credit hours to include an integrative seminar of approximately three credit hours. Another major point of consensus of the group was that the colleges would seek constituent membership in C.S.W.E. as their programs developed. This would provide the opportunity for the graduates of these programs to be admitted to the one year Master's program when it developed in this state or any other state. In addition, it was the consensus of the undergraduate program directors that an undergraduate program in social welfare could grow under a wide range of administrative structures including a sociology department, a department of human resources, an independent department or as a part of a graduate program. These agreements on course content and field instruction for the community college and undergraduate social welfare programs provide the first step in building a framework for articulating a curriculum continuum.

Following the success of the community college and undergraduate subcommittee to reach consensus on the minimum requirements in program development for human services education it was agreed that both subcommittees would meet together to develop articulation guidelines to link primarily the community college programs with those of the four year institutions. Since the upper division institutions are already required to accept the Associate of Arts degree transfer as a junior in the upper division, the focus of this meeting was on the Associate of Science technician programs. The major objective in this effort is to provide the Associate of Science graduate a means of furthering his education without penalizing him for background in a specialized area.

Prior to this meeting, community college representatives had agreed on a minimum of 46 semester credit hours for transferability. The four year representatives had agreed at a similar meeting that the minimum requirement for an undergraduate major in social welfare would consist of 30 quarter hours of credit to include fifteen credit hours of field instruction and fifteen credit hours of introductory courses in social welfare.

It was recognized that even with the agreement on these minimum requirements, the four year institutions were still faced with problems of finding ways to build into their curricula recognition of the Associate of Science degree plus experience. In attempting to reach a solution, it was suggested that a subcommittee develop articulation guidelines between their particular institutions. The results of this would serve as a guideline to the whole committee in developing statewide articulation guidelines.

Emerging Articulation Guidelines

It is assumed that higher education should result in a continuum of education and training that begins at the Associate level and continues through the baccalaureate, master and doctoral programs. The courses should build upon, and not duplicate, the courses brought by the student at each level of education. Thus, each level of program would provide greater breadth and depth of knowledge, attitudes and skills related to social work practice as well as identify the special competencies unique to each level of performance. This continuum of education and training should relate the classroom learning to on-the-job tasks and experience expected of the graduate of each level of education.

With these assumptions in mind, the special subcommittee proceeded to develop a suggested guideline for articulation. The guideline states in part the following:[4]

> Students with specified Associate of Science degrees will be accepted into existing upper division social welfare programs with a minimum of 46 semester credit hours in field experience, specialized courses in general education, and a recommendation by the community college human services program director. The specialized courses and field experience taken at the community college will be utilized and incorporated into the student's upper division program. Each student will be assisted in completing the university's general education requirements for a baccalaureate graduation. Each student will be advised by the faculty responsible for the social welfare program.

Reactions to the suggested guideline came from members of the total curriculum committee. The majority of members indicated general approval. However, questions were raised about the minimum of 24 semester hours of general education and where the general education courses could be applied. A mechanism was seen as needed to allow for feedback from the four year schools and some felt that the guidelines allowed for too much permissiveness.

Operationalizing the guidelines will require a policy decision between the Division of Community Colleges and the Division of Universities. There are several alternatives to accomplish statewide articulation.

The approach now being used by community colleges is for a representative of the institution to negotiate approval for each of his technical programs at each of the state universities. This has been accomplished with varying degrees of success by community colleges over the years. This process is time consuming and frustrating to vice-presidents and deans, when it appears that a coordinated statewide effort and mutual respect for program integrity based upon a solid foundation of information could accomplish the same goal with efficiency and effectiveness.

A major issue for the division of higher education in Florida will be the formalizing of the transferability of the community college Associate of Science degree in human services education to the undergraduate social welfare program as a system-wide policy. The overall articulation committee for community colleges and universities will be approached to establish a task force to deal with the problems arising within the discipline of human services-social welfare education.

The press for new strategies to educate personnel for increasing the effectiveness of human services requires the continued collaborative planning between agencies and educational institutions in order to bridge the gaps that hinder the development of a better society for all.

NOTES

[1] Articulation agreement between the state universities and public junior colleges of Florida, State Board of Education, April 13, 1971.

[2] *Report of On Campus College Credit Enrollment, 1970 Fall Term*, Board of Regents.

[3] Details of the survey conducted by the Social Work Education Project staff may be found in the section following titled, "Students and the Curriculum Continuum."

[4] The complete suggested articulation guidelines can be found in Appendix A. Descriptions of selected community college, undergraduate, and graduate programs in Florida can be found in Appendices B and C.

APPENDIX A

ARTICULATION GUIDELINES
FOR
COMMUNITY COLLEGE AND UNIVERSITY PROGRAMS
IN
HUMAN SERVICES AND SOCIAL WELFARE EDUCATION

Sponsored by

THE SOCIAL WORK EDUCATION PROJECT
ADVISORY COMMITTEE

March 23, 1972

Over the past several years the Division of Community Colleges and the Division of Universities (Board of Regents) of the Florida Department of Education have worked together to produce an articulation agreement outlining the manner in which students can transfer between the two systems of higher education. This articulation policy was finally agreed upon in April, 1971. Since there are important distinctions between the Associate of Arts and Associate of Science degrees offered by Florida community colleges, the following section of the articulation agreement has special importance for the fields of human services and social welfare:

> "Other associate degrees and certificates may be awarded by a junior college for programs which have requirements different from the Associate of Arts, or a primary objective other than transfer. Acceptance of course credits for transfers from such degree or certificate programs will be evaluated by the senior level institution on the basis of applicability of the courses to the baccalaureate program in the major field of the student. Each state university is encouraged to develop admission policies that will consider all factors indicating the possibility of success in its upper division of transfer students who have not earned the Associate of Arts degree."[1]

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[1] Article 6, Board of Regents Policy Based on Articulation Agreement Between the State Universities and Public Junior Colleges of Florida, Approved by the Florida Board of Regents April 5, 1971; approved by the State Board of Education April 13, 1971.

Students with specified Associate of Science Degrees (e.g., Human Services Aide, Mental Health Technician, Mental Retardation Technician, Child Care Services, Corrections, etc.) will be acceptable to existing upper division social welfare programs with a minimum of 46 semester credit hours in field experience, specialized courses and general education courses. The specialized courses and field experiences taken at the community college will be utilized and incorporated into the student's upper division program. These categories of courses are defined in the following manner:

> *Field Experience* — (also called externship, internship, practicum, supervised instruction, laboratory, clinical, etc.) Field experience is a synthesis of student learning experiences in applying knowledge and skills in working with individuals and groups in various human service settings. This includes observation and client contact in order to understand the service delivery system and to provide an opportunity for direct application of theoretical content. (A minimum of 10 semester credit hours)
>
> *Specialized Courses* — The program includes content related to specific social problems, community resources, human behavior, development of skills and techniques, and additional supporting content to enhance effective performance. (A minimum of 12 semester credit hours)
>
> *General Education* — General Education courses are drawn from the Arts and Sciences requirements as provided by the community college. (A minimum of 24 semester credit hours)[2]

Each student will be assisted in completing the university's general education requirements for baccalaureate graduation. The completion of the Associate of Science degree does not necessarily mean that all professional requirements have been completed for baccalaureate graduation. Exemptions from specific requirements will be made in consultation with the faculty advisors for the social welfare program at each university.

The four year representatives of university programs in social welfare have agreed that the *minimum* requirement for an undergraduate major in social welfare at all universities in Florida would consist of 30 quarter credit hours to include 15 credit hours of field instruction and 15 credit hours of introductory courses in the following five areas: Social Welfare Institutions (policies and programs); Social Welfare Practice (service delivery methods); Interviewing (techniques); Research (introduction); Human Behavior (growth & development). This upper-division set of minimum requirements also provides a basis upon which to plan for the articulation between undergraduate and graduate social work programs.

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[2] The University of West Florida has a policy of accepting 32 quarter hours of general education.

APPENDIX B

SELECTED COMMUNITY COLLEGE PROGRAMS IN FLORIDA
MIAMI-DADE JUNIOR COLLEGE
NORTH CAMPUS
MENTAL HEALTH TECHNICIAN

The Mental Health Technician curriculum is a two-year program leading to the Associate in Science Degree. The program is designed to develop human relations skills as well as knowledge and understanding of mental retardation, emotional disorders and related problems.

The graduate is prepared to work with the emotionally disturbed and/or mentally retarded in recreational activities, cottage life, classroom situations, behavior modification programs, and a variety of educational and therapeutic activities. The technician assists the professional in delivering appropriate services.

FRESHMAN YEAR			**CREDITS**
ORI	101	Orientation	1
MHT	101	Introduction to Mental Disabilities	3
MHT	130	Survey of Community Resources	3
PSY	203	Human Relations	3
ENG	111	Expository Writing	3
PED	209	First Aid	2
			15
MHT	151	Materials and Activities	3
MHT	197	Orientation in Community Mental Health	3
EDU	245	Human Growth and Development	3
PNR	110	Body Structures and Function	3
SSC	101	Social Science	3
			15
MHT	120	Recreation for Special Groups	3
PSY	205	Dynamics of Behavior	3
			6
SOPHOMORE YEAR			
MHT	298	Externship and Seminar I	6
PSY	207	Foundations of Scientific Psychology	3
SSC	102	Social Science	3
SOC	201	Introduction to Sociology	3
			15
MHT	299	Externship and Seminar II	6
SOC	205	Marriage and the Family	3
ENG	112	Technical Report Writing	3
		Elective	3
			15
		TOTAL	66

ST. PETERSBURG JUNIOR COLLEGE
MENTAL RETARDATION PROGRAM

The program provides for a broad background in Mental Retardation which allows the graduate to function within a wide latitude of responsibilities. The graduate functions under the supervision of a professional in the field of Mental Retardation in programs directly or indirectly related to the mentally retarded individual and his family. In their work, graduates utilize specific knowledge and skills of interpersonal relationships as they interact with the retarded, their families, and other professionals in human services.

The practical application of knowledge, skills, and attitudes which have been developed through classroom instruction and discussion, is accomplished through clinical learning experiences in Mental Retardation and related facilities. Graduates of the program receive the Associate in Science in Mental Retardation degree.

FRESHMAN YEAR			**CREDITS**
EH	140	Composition	3
	or		
EH	130	Communication I	(3)
HF	102	Survey of Health Related Fields	3
MR	105	Intro. to Community Resources	1
PY	132	General Psychology	3
SP	106	Bio-Physical Sciences	4
SY	226	Introduction to Sociology	3
			17
EH	141	Composition	3
	or		
EH	131	Communications II	(3)
MR	101	Mental Retardation I	3
MR	106	Mental Retardation Lab I	2
PE	258	Body Mechanics	1
PY	210	Child Development	3
SY	227	Social Problems	3
			15
SOPHOMORE YEAR			
HH	297	Standard First Aid	1
MR	202	Mental Retardation II	3
MR	204	Mental Retardation Lab II	4
PY	211	Adolescent Development	3
SD	146	Fundamentals of Speech	3
Elective			3
BA	138	Principles of Supervision	3
GT	152	American Government I	3
MR	210	Mental Retardation III	3

MR	211	Mental Retardation Lab III	4
PE		Physical Education	1
PY	240	Personality Development	3

FLORIDA JUNIOR COLLEGE AT JACKSONVILLE
CHILD CARE SCIENCE ASSOCIATE IN SCIENCE DEGREE

Students completing the program will have had the opportunity to observe and participate in the Child Study Laboratory at the North Campus. Graduates of the program will be qualified to perform professional duties in establishments working with preschool children.

FRESHMAN YEAR

CREDITS

Term I

*EH	101	English Composition	3
*SLS	101	Origins of American Society	3
FS	110	Child Nutrition	2
HH	107	First Aid	1
*CD	101	Child Growth and Development	4
*CD	110	Principles of Preschool Education	3
			16

Term II

*SCH	105	Fundamentals of Speech	3
HH	105	Personal & Community Health	3
*CD	102	Advanced Child Growth & Development	4
CD	104	Parent and Child in the Community	2
*CD	111	Overview of Preschool Curriculum	3
Approved Elective (CD)			2
			17

SOPHOMORE YEAR

Term I

*PSY	105	General Psychology	3
HS	201	Humanities	3
SY	203	Marriage and the Family	3
*CD	201	Observing and Recording Child Behavior (5 contact hrs.)	3
CD	202	Teaching Elementary Games	2
Approved CD Elective			2
			16

Term II

PSY	209	Educational Psychology	3
SY	202	Social Problems	3
CD	106	Music for Young Children	3
CD	107	Literature for Young Children	3

*CD	205	Supervised Student Participation (7 Contact hrs.)	4
			16

Approved Electives

CD	103	Art for Young Children	2
CD	203	Science for Young Children	2
CD	204	Education of the Culturally Deprived Child	2
CD	206	New Mathematics for Young Children	2

*Courses common to both the A.S. and A.A. degree

FLORIDA JUNIOR COLLEGE AT JACKSONVILLE
CHILD CARE SCIENCE
ASSOCIATE OF ARTS DEGREE

This program is designed especially for the student who is interested in transferring into an Elementary or Early Childhood Education Curriculum at the senior college level. All of the courses will be offered in the evening as well as in the daytime with the exception of CD 201 and CD 205. These courses can only be offered while children are attending the laboratory school during the day.

FRESHMAN YEAR			CREDITS
*EH	101	English Composition	3
MS	101	College Math	3
PE		Physical Education	1
*CD	101	Child Growth and Development	4
*CD	110	Principles of Preschool Education	3
*SLS	101	Origins of American Society	3
			17
EH	102	English Composition	3
SLS	102	Origins of American Society	3
SC	101	Life in Biological Environment	3
PE		Physical Education	1
*CD	102	Advanced Child Growth and Development	4
*CD	111	Overview of Preschool Curriculum	3
			17

SOPHOMORE YEAR			
*PSY	105	General Psychology	3
SC	103	Physical Science	3
PE		Physical Education	1
HS	203	Humanities	4
*CD	201	Observing and Recording Child Behavior (5 contact hours)	3
		Approved Elective	1
			15

SC	102	Physical Science	3
*SCH	105	Speech	3
PE		Physical Education	1
HS	204	Humanities	4
*CD	205	Supervised Student Participation (7 contact hours)	4
			15

*Courses common to both the A.A. and A.S. degree

APPENDIX C

SELECTED UNDERGRADUATE AND GRADUATE PROGRAMS IN FLORIDA

FLORIDA AGRICULTURAL AND MECHANICAL UNIVERSITY

Within the Department of Sociology, Florida A & M University offers a major in sociology, a minor in social welfare, a minor in criminology and corrections. The minor degree offerings in human services include extensive field experience. The field experience is a full quarter of university structured learning experience with a social agency program or institution. More than 22 agencies and institutions serve as field placements for approximately 25 students per quarter. The students are encouraged to seek voluntary association with some program, agency, club, association, institution, church group, day care center, etc. Two objectives are desired in voluntary association. One is developing an understanding of the growing significance of the role of the volunteer in social and rehabilitative services, and second, to gain through observation, an understanding of structure, process and function of service organizations. The minor in social welfare builds on a base of knowledge of human behavior toward resources and skills for students interested in the helping professions. A critical assessment is sought of current social problems and service systems with direction for intervention at all levels of human need.

SOCIAL WELFARE COURSES		CREDIT (Quarter Hours)
270	Introduction to Social Welfare	3
373	Social Welfare as a Social Institution	3
375	Social and Rehabilitative Services	3
472	The Person and His Problem	3
474	Group Methods of Problem Solving	3
476	Community Action and Development	3
478	Field Experience in Social Welfare	3-12
479	Seminar in Social Welfare	3
		33

Approximately 300 majors

THE UNIVERSITY OF WEST FLORIDA

The undergraduate social welfare program at the University of West Florida provides a student with an educational experience that prepares him for a better, more useful and responsible way of life in a rapidly changing society. This preparation pre-supposes basic knowledge within the liberal arts concept, such as behavioral concepts, role theory, economic system, knowledge and skill in responsible citizenship with concern for the social and personal problems of all people needing human services. In addition, the program prepares students for human services occupations where graduate education is not a major requirement. It also prepares students for graduate education in social work. It provides students with the opportunity to gain leadership experience in the community in understanding social welfare programs and in cooperating with the community in developing services to meet the needs of clients. Thirteen individual courses are listed as offerings in the undergraduate social work education program. Two of these are indicated as field experience.

COURSES OFFERED			CREDIT (Quarter Hours)
SY	331	The Family	5
SY	340	Current Social Problems	5
SY	342	Social Welfare as an Institution	5
SY	432	Contemporary Sociological Theory	5
SY	442	The Field of Social Work	5
SY	443	Field Experience in Social Welfare	5*
SY	444	Welfare of the Child	5
SY	445	Social Work and the School	5
		Family Disorganization	
		Interviewing	
		Special Audio Visual Teaching Aids	
		Citizens Participation in Social Welfare Institutions	

*Two quarters required

Approximately 75 majors

FLORIDA STATE UNIVERSITY
SCHOOL OF SOCIAL WELFARE
UNDERGRADUATE PROGRAM

The Social Welfare Curriculum in its entirety is designed to meet the needs of students who wish to better understand the place of social welfare in our society; as well as those who wish to make a career of helping individuals, groups, and communities; and those who wish to pursue graduate study in the helping professions, including social work.

The first objective of the program leading to the major is to enable students to develop competence for first entry into the profession of social work. To meet that objective, courses are offered in social welfare policies and programs, social work methods, knowledge of behavior and social environment, and use of research findings in social welfare. An integral and required part of the program is field instruction in which the student develops skill in direct service to clients in social service agencies. Both campus courses and field instruction are designed to enable the graduate to develop the values of the social work profession.

COURSES FOR UNDERGRADUATE STUDENTS

		CREDIT (Quarter Hours)
308	Introduction to Social Welfare	5
301	A and 301 B Community Service (Volunteer)	1
309	Social Work Methods	3
366	Interviewing and Recording in the Helping Process	3
405	Man in Society	4
450	Research in Social Welfare	4
408	Theory and Practice in the Helping Process with Individuals and Families	4
409	Theory and Practice in the Helping Process with Groups	4
410	Theory and Practice of Community Organization	4
455	Social Welfare Policies and Programs	4
456	Social Policy for Communities in Change	4
485	Internship	12
486	Seminar	3
365	Interviewing and Recording in Research and the Helping Process	3
403	Poverty and Dependency	4
435	Social Services for Families and Children	4
430	Seminar in Social Welfare	4
491	A, B, C, D Directed Individual Study	2-6
499	A, B Honors Study	2-6

Approximately 250 majors

FLORIDA STATE UNIVERSITY
SCHOOL OF SOCIAL WELFARE
GRADUATE PROGRAM

The Graduate Department of Social Work offers a nineteen month program, accredited by the Council on Social Work Education, leading to the degree, Master of Social Work. The common elements in social work practice are emphasized so that individuals receiving degrees will be able to enter professional practice in a variety of agencies and settings. The program is implemented through a continuum of class and related field instruction which is coordinated so as to provide a generic approach to the several methods of social work practice during the first academic year of the program. Students normally concentrate in one or two chosen areas during the second academic year.

The curriculum includes both required and elective courses in the general areas of human behavior, social welfare policy and planning, research and social work practice. Elective courses are offered cooperatively with other departments: Law, Economics, Urban and Regional Planning, History and Business Administration.

REQUIRED COURSES

Behavior	(3)	Man in His Environment: Patterns of Normal and Deviant Behavior
Methods	(3)	Social Work Methods I: Introduction to Social Work Practice
Policy	(3)	The American Social Welfare System in Perspective
Research	(3)	Introduction to Social Work Research
	(1)	Measurements in Social Work Research

ELECTIVES

Behavior	(3)	Cultural and Ethnic Behavior Patterns
Methods	(3)	Communication Skills in Social Work Practice
Policy	(3)	Legal Problems of the Poor
	(2)	Directed Individual Study
	(1)	Adjunct Lecture

Field Instruction (Winter Quarter)

REQUIRED

Behavior	(3)	Social Functioning Under Stress and Crisis
Methods	(3)	Social Work Methods II: Advanced Social Work Practice
Policy	(3)	Emerging Issues in Social Welfare
Research	(3)	Research Design in Social Work
	(3)	Supervised Research
	(3)	Thesis

ELECTIVES

Methods	(3)	Community Organization and Administration
	(2)	Directed Individual Study

Field Instruction (Fall Quarter)

REQUIRED COURSES

Behavior	(3)	Theories of Behavior Change
(Choose one)	(3)	Comparative Personality Theories
	(3)	Advanced Pathology
Methods	(2)	Social Work Concentration
(Choose one)		A Administration
		B Consultation & Supervision
		C Social Work with Communities and Organizations
		D Social Work with Groups
		E Social Work with Families and Individuals
		F Social Work Research

ELECTIVES

Seminars	(3)	Social Work Seminars A Social Crisis & Social Reform B Environment & Ecology: Goals of Mankind
	(2)	Directed Individual Study
Policy	(3)	Comparative Social Welfare Systems
	(3)	Government & Social Change
	(3)	Policy Innovation in Social Welfare
	(3)	New Services Models & Social Policy
	(3)	Advocacy in Social Work

STUDENTS AND THE CURRICULUM CONTINUUM

Robert Turner and Alexis Skelding

Any discussion of a curriculum continuum in human services-social welfare education would be incomplete without inquiring into the goals, attitudes, and demographic information of the consumers involved, namely, the students. It would be unrealistic to assume the majority of people finishing high school have established a life-goal for themselves, proceed to investigate the opportunities available and then advance according to an established pattern developed and sanctioned by institutions and traditions. This approach may be efficient but it does not correlate with the realities of individual development.

The human services system is as good as the people who administer, plan and carry out the objectives of that system. It is the purpose of higher education at all levels to supply these systems with capable, flexible and competent individuals who are able to contribute to human betterment.

In the preceding sections we have discussed the important aspects of establishing curriculum content and structure to provide staff for service delivery systems. In this section we will deal with the students' motivations and needs to become involved in human services.

Career Selection

It is important to note the limited knowledge available about the motivation of students regarding the selection of social welfare as a career choice. Madison's study at San Francisco State College[1,5] is indicative of similar studies carried on throughout the country. Madison found that undergraduate majors in social welfare were considerably younger than their peers in the college population. This is especially pronounced for senior female majors and suggests that it is the younger female student who tends to remain in the program. Women constitute almost 80 percent of the social welfare majors, whereas in the college population generally there are more men than women. This seemed to indicate that not only does the major have a much greater attraction for women, but that men tend to drop out of the program relatively more often. The youthfulness of the majors is reflected in the fact that fewer of them are married than among juniors and seniors in the general college population. The fact that the minority students are twice as numerous as in the total college may indicate that these students view social work as more likely to offer opportunities for desirable careers than other areas of study. Almost all of the majors stated that they made

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their career choice independently, that is without influence of peers or family. The single most important reason for selection of social welfare education was the desire to do useful work. The element of usefulness and the attraction of field placement were the decisive factors for a majority of the students.

Sometimes theory is viewed with suspicion by those interested in practical answers to problems. There are times, however, when those interested in practical answers find that the theorists make a real contribution to the search for practical answers. In careful review of the literature dealing with vocational choice, we were able to identify four basic approaches to understanding occupational selection.

The trait factor theory indicates that the individual must have a clear understanding of himself, his attitudes, abilities, interests, ambition, resources and limitations. He must have knowledge of requirements, conditions for success, and prospects in different occupations. Then he must reason between the relations among the groups of factors and arrive at a choice of a career. The trait factor approach views occupational choice as a point in time act consisting of the matching of characteristics of the individual with occupational opportunities. The satisfaction of choice is determined primarily by the correctness of the assessment of the characteristics of the individual and the occupation opportunities.[6]

On the other hand, personality theorists indicate that the workers select jobs because the jobs satisfy some of their personality needs. According to the personality theorists these needs are on a scale from a basic need for survival, such as food, water and safety, to needs for self-esteem, such as belonging, self-importance and independence. Contrasted with the trait factor approach, this theory renders occupational choice a more unconscious process directed by the personality needs of the individual. The personality approach shows the needs of the individual represented by the personality being satisfied through the need satisfying aspects of occupations. Choice is viewed as a development of a need satisfaction pattern through a series of choices. The individual's perceptions of his needs and the potential of satisfying these needs in a particular occupation determine the adequacy of the choice.[7]

Another approach includes the developmental theorists who suggest that individuals develop more clearly defined self-concepts as they grow older and compare these self-concepts to their images of the occupational world in trying to make career decisions. The adequacy of the decision is based on the similarity between the individual's image of himself and his concept of the career he eventually chooses. This approach sees occupational choice primarily as the process of self-concept development through compromised choices and adjustments. The individual self-concept and image of occupations are compromised and adjusted through choice. The satisfaction resulting from the choice is largely determined by the accuracy of the individual's perceptions of the image of the particular occupation.[8]

And finally, the sociological approach to occupation choice suggests that circumstances beyond the control of the individual, specifically his social and environmental circumstances, largely determine the career choice of the individual. Therefore, the primary task of the individual in the choice process is developing techniques to cope effectively with his environment. According to these theorists, father's occupation, father's income and education, financial aid, influential contacts, and other historical circumstances and socio-economic conditions are forces intertwined which pull with greater intensities upon the individual at different times in his life, helping to determine occupational choice. This approach views occupational choice as the process of the individual developing techniques to cope with his environment. The adequacies of the techniques developed by the individual to cope with his environment determine the satisfaction related to occupation choice. The sociological concept of choice is a series of interrelated decisions largely determined by environmental factors.[9]

If we were to take the four theoretical approaches in unity and apply them to the practical aspects of assisting students to make career choices in social work - social welfare, then it becomes obvious that we need to have a great deal more information about students than is generally available at the present time. We need to know what their attitudes and values are towards other people. We need to know their interests and what motivates them. We need to have information about their social and economic environment, family background, personality, how they see themselves, and what methods they have developed for coping with situations. Another major aspect of assisting students in career selection deals with the image of the occupation as perceived by the student. This important point raises many questions about the applicability of present methods of providing students with occupational information. Have we limited our information to descriptions of the basic professions of social work, law, medicine, teaching, and engineering, or have we been aware of the basic changes that are taking place in manpower strategies that require a wide variety of service professions with varying degrees of experience and educational requirements? Have we provided the students with the opportunity to *try out* varying occupations before they are committed to a long period of study and training experience? Have the professions themselves given adequate attention to conceptualization of their profession as it applies to those individuals entering the field? These and other questions provide implications for major revisions in the methodology of assisting students with career choice.

Surveying Recent Developments

The primary objective of the Social Work - Social Welfare Education Project was to develop a method and organizational structure for continuing comprehensive planning, development, coordination and evaluation of the social work and social welfare education programs at all academic levels in Florida. In the Fall of 1970, the focus of the project was directed toward an analysis and inventory of existing training programs designed to meet differential staffing needs of agency service delivery systems. In addition, a survey of the 1970 graduates of selected community colleges, universities and graduate schools was undertaken.

We have learned that the community college has had a major influence upon the educational system of the country. It has expanded the opportunity for individuals to pursue their goals for creative experience, employment, education and personal growth in directions not available previously. The cost of higher education to the individual has been reduced during the first two years of college by the local availability of the community college. Local businesses make extensive use of the graduates from training programs provided by the community colleges. The continuing education responsibility of the community college now provides individuals with the opportunity to keep abreast of developments in their profession as well as opportunities to start new careers.

The survey sought information from community college graduates concerning their age, race, sex, marital status and employment status. In addition, respondents gave an indication of their present and future educational plans and stated whether or not they had experienced any difficulty in transferring their community college course work. Finally, there was an attempt to assess the views of the graduates regarding their educational training and employment. It was felt that information in these areas would result in a meaningful profile of recent community college graduates.

New developments in the undergraduate programs of social welfare, including the training of generalists to provide direct services to the clients have influenced the traditional clinical approach to the social welfare profession. This, in turn, has had substantial impact on the master's and doctoral programs in social welfare education.

In order to compile a profile of the baccalaureate graduates, the survey sought similar information in the areas of demographic variables, employment status and education. Specifically, the survey determined age, race, sex and marital status of the respondents. In addition, questions regarding the undergraduate curriculum and community college transfer problems were included. The survey also determined the employment status and future educational plans of the respondents. Finally, personal opinions were asked regarding educational preparation and current employment.

Master's degree graduates from the only public graduate social work program in Florida were asked demographic information and specific questions attempting to measure attitudes about the differential use of manpower. Since it was assumed that more and more MSWs will be responsible for supervising staff with less training than themselves, this survey attempted to assess the attitudes of recent graduates towards emerging trends in manpower utilization.

One of the objectives of the Social Work - Social Welfare Education Project was to design self-report instruments to obtain responses from students in human services programs at the associate, baccalaureate and graduate levels of education. These instruments were sent to June 1970 graduates of Florida community colleges and universities. The results of each survey were used to compile a profile of the recent graduates of these programs.*

Community College Graduates — A Profile

Since the associate degree in the human services is a relatively recent addition to the educational continuum, there were a number of issues that were considered significant at this level. The two key objectives in this survey were to determine whether or not the graduates were able to obtain jobs related to their educational training, and the degree to which they experienced any difficulties in continuing their education.

The results of the survey indicated that half of the graduates were employed upon completing their respective program, however only a little more than half of these secured jobs related to their educational training. It was significant to note that the respondents holding jobs related to their training were *all* graduates of an Associate of Science (A.S.) degree program. This suggests that the A.S. degree goal of employment upon graduation was achieved for some of the graduates. However, there was still a significant number of graduates, both Associate of Arts (A.A.) and A.S., who were employed in jobs unrelated to their training. The responses of graduates in these unrelated jobs indicated feelings of frustration from the lack of job opportunities in their chosen field and hostility towards their training programs. For example, one graduate said:

> "Before I entered the community college, I questioned job possibilities and was answered in the affirmative. After completing the program I was told there were none. I feel the school did a great disservice to the students in that program who entered with trust. My money, time, and effort were wasted as far as usefulness in the labor market was concerned."

Examination of the educational patterns of the graduates indicated that most of those who were unemployed were attending an upper division university. Graduates of both degree programs indicated that most of their courses were accepted for transfer, with the exception of field work and vocational/technical courses. It was interesting to note that while most of the respondents felt that their field work had been the most helpful aspect of their curriculum, those who transferred to an upper division university received no credit for this activity. More than half of the respondents not presently attending an upper division university indicated future plans to do so.

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*Additional information on each survey can be found in the Appendix (A, B, and C).

Demographic data showed that most of the graduates were white females. In the A.S. programs most were married and over thirty; whereas in the A.A. program most were single and under twenty-one.

Generally the data seemed to indicate that a significant number of community college graduates were disappointed on the job market. The result was that the graduate either accepted a position for which he was not trained or continued his education with the hope that a higher degree would result in meaningful employment.

While it is true that at least half of this sample was currently employed in jobs related to their educational training, the number who were unemployed or employed in jobs unrelated to their training cannot be overlooked. A serious reexamination of the programs and the labor market would seem to be a necessary step in improving this situation.

Baccalaureate Graduates — A Profile

The survey at this level focused primarily on the educational and employment patterns of the graduates. Although the social welfare baccalaureate degree is not a new addition to the educational continuum, it was felt that this survey would provide important information to social welfare educators in designing programs of study and to agencies employing the graduates.

Examination of the educational data revealed that more than half of the graduates had a field placement during their educational training. The primary activity during the placement was working with individual clients or patients. A significant number of the graduates felt that this experience had been the most helpful aspect of their training in performing their job, and many felt that such experience should be mandatory for all social welfare majors. Responses such as, "I feel more supervised experience is needed than just a one quarter internship," and "Internship helped immensely and in my opinion, most of all," were typical of the views expressed regarding the importance of field experience.

In relation to the community college data it was interesting to note that a majority of the graduates had transferred from a community college. None of the respondents indicated any problems in transferring, and most transferred over sixty hours.

Most of the graduates who were not attending graduate school indicated plans to do so in the future. In addition, several expressed a desire for community colleges to offer courses on a continuing education basis so they could be updated on current theories and practices in the field.

The data on the employment patterns of the graduates revealed that most were employed upon completing their respective program, and more than half were able to obtain jobs related to their training. Most of those who were unemployed were currently attending graduate school, with a significant number in an MSW program. While this data was encouraging, there was still a significant number of graduates who were employed in jobs unrelated to their training. Those who were in this position expressed feelings of frustration and resentment toward their educational training which were similar to the feelings of many community college graduates. For example, one graduate wrote:

> My college training did little to prepare me for my current position (non-social work). Due to what I feel was an error in my judgment, very poor counseling, and an inadequate program, I have become very dissatisfied with the field. The people I put my "trust" in to prepare me for employment were simply feeding me a fantasy. The courses were poor and never seemed to have any connection. Adequate available counseling is needed very badly.

Demographic findings showed that most of the graduates were white females who were twenty-two years old. Most financed some portion of their education by personal savings or part-time employment.

The demographic results of the survey of June 1970 social welfare baccalaureate graduates showed a very close similarity to the demographic information obtained in the Madison Study at San Francisco State College. That is, a majority of the graduates were females (71 percent) and these students were young in comparison to the general college population (22 years old). We found that minority students are considerably more numerous in the social work program than in the general college population and we feel that we can agree with Madison's conclusion that these students feel that social work is more likely to offer them a desirable career.

In summary, graduates of baccalaureate programs in social welfare seemed to be suggesting that curriculum at this level should seek to make students aware of the manpower situation, particularly in their own state. This can be accomplished not only through course work but also through adequate counseling. In addition, the field experience should be an integral and meaningful part of the program. The fact that most of the graduates felt that all of their educational training had been helpful provides further justification for a broadly based undergraduate program.

MSW Graduates — A Profile

Although this survey explored the demographic, educational, and employment patterns of the graduates, it also included a section designed to measure attitudes toward the differential use of manpower. It was felt that this information would be useful to both educators and agencies since graduates at this level will be increasingly responsible not only for training staff but also for supervising staff with less education.

Examination of the employment prospects of the graduates showed that at the time of this survey, most had not accepted employment. While this might be attributed to the time the survey was administered, it was still close enough to graduation so that most should have had employment. The graduates planned to work in a variety of settings, with most expressing interest in public welfare or mental health and mental retardation. Of those who had already accepted employment, most indicated that they would be working in various divisions of the Florida Department of Health and Rehabilitative Services, while the rest had accepted employment outside the state of Florida.

A majority of the graduates who had accepted employment indicated their jobs would be primarily indirect services (supervision and administration). However, most saw their major skill areas in direct services (casework and group work), with a minority indicating their major skill area was in indirect service. This inconsistency can probably be explained, in part, as related to ambiguities in the questionnaire. However, serious questions can be raised about an over-emphasis in training for direct services when positions in indirect service are anticipated by the graduates.

Demographic data revealed that most of the graduates were white females between the ages of twenty-two and twenty-nine. Most had worked in a social service agency from one to five years prior to attending graduate school. The majority were not receiving an agency stipend, however, those who were receiving support generally appeared to be satisfied with the arrangement.

The attitudes of the graduates toward differential manpower utilization indicated a general willingness to delegate some functions of direct service and supervision to the baccalaureate graduate. Although there was some recognition of the ability of the associate and high school or less levels to assist in direct service, these levels were still viewed as primarily clerical by this sample. It was interesting to note that although a majority felt that the social welfare baccalaureate graduate was more qualified to work in a social service agency than other baccalaureate graduates, most of the respondents felt that both of these graduates should have similar, if not identical, functions in the agency.

Viewed totally, the findings indicated that graduate programs in social work need to be training professionals with the ability to supervise and train staff with lesser education. This ability demands knowledge of emerging manpower trends along with the skill in implementing this knowledge so that all levels of staff have recognized, meaningful roles and are able to contribute to the total functioning of the agency.

Manpower Implications

The frustration demonstrated by graduates of the community college human services education programs because of lack of employment opportunities could have been avoided through adequate planning and recognition of the realities of manpower utilization in using agencies. Similar programs at other community colleges in Florida, such as the teacher aid program, were operated by a number of community colleges and then dropped from program schedules for two basic reasons: 1) There were no positions available for the graduates of these programs; and 2) The training provided was far advanced in knowledge and skills for the actual position in the school system. An example of this would be the teacher aid who learns beginning skills in teaching and expects to go into the classroom and be an assistant to the teacher, while the actual position in the classroom is that of clerk. This provides evidence of lack of communication between the community college and the using agency and causes frustration on the part of the graduate of the program.

The utilization of staff with different levels of education in the public agency is currently receiving a great deal of attention from the federal level. The Division of Social and Rehabilitative Services of HEW has issued a manpower policy (still in draft) which calls for the development of state plans that "must provide for the utilization of a combination of professional, technical and subprofessional staff and volunteers appropriately qualified to accomplish effective delivery of the assistance of services of the particular programs covered by the plan." [10]

As HEW moves major employers of social work manpower toward differential staffing, changes must also occur in social work education. Not only must the profession concern itself with the production of manpower at all levels, but with more relevant curricular and practicum content.

The impact of new service delivery systems — a separation of assistance payments from services in public welfare, the pending Family Assistance legislation, and the movement in mental health toward community-based comprehensive centers — is forcing changes in manpower utilization and will continue to do so. The recognition of the contribution that can be made to client service by all levels of staff is stimulating critical evaluation of human services education and providing directions for new programming.

The National Association of Social Workers (NASW) has accepted the baccalaureate graduates of four year social work programs into its professional ranks. A sanction of the baccalaureate graduate as a professional has changed the staffing pattern of using agencies so that the four year graduate is now the direct service worker. This is a drastic change from the traditional pattern of the client contact professional being the MSW and has in turn called for a re-evaluation of the goals and objectives of the graduate program for social work education.

Curriculum Implications

The current interest in vocational education and the volume of research on occupational choice plus reported dissatisfaction with employment opportunities for the community college graduates leads us to recommend new approaches for persons responsible for assisting students in selection of vocations. We need to consider as many of the attributes of the individual as possible. This may entail greater coordination with guidance personnel in the development of attitude, personality and other inventory scales to better arrive at the information. It may require a closer look at the student's family background and the predominate values of the community in which the student was raised. It may require a closer relationship between the counselor and the student for the counselor to better understand the student's personality and self-concepts. Second, there is a need for vocational counselors to have a thorough knowledge of many different occupations and how these occupations relate to different individuals. We need to consider the full implications of the four basic theories for occupational choice.

With the emergence of the training of technicians in human services education, it becomes necessary for the community college to review its approach to program development. The community college can no longer respond directly to requests from a local agency for specific training (e.g. mental retardation, mental health, etc.). Consideration must be given to the needs of the graduates of these programs and their personal growth in the broad field of human services. The community college must consider new manpower utilization patterns being developed in local, state, regional and federal levels. The present mobility of Americans from one section in the country to another requires that graduates of community college programs be able to gain satisfactory employment no matter where they move.

Providing this kind of a program will require considerations of new staffing patterns on the part of the community college. For the faculty involved in human service education it can no longer mean the standard pattern of 15 course hours of teaching. Time must be allotted for establishment of advisory committees and coordination of community college programs with agency personnel for field experience at the local, state, and national levels. It will require time and financing adequate to allow faculty members to keep abreast of current manpower development and the implications for changing patterns of education at the community college, baccalaureate and graduate levels.

With the admission of baccalaureate social work graduates into the profession by the National Association of Social Workers, the traditional use of social workers in agencies will drastically change. It is therefore necessary that curriculum at the four year level contain courses and experiences that are designed for practical application and that field placement be an integral part of that curriculum. We need to provide the opportunity for the student to be in contact with the clients in the agency as soon as possible within the structure of his training. This is to provide the student with the opportunity to evaluate the realities of social work and determine if his interests and motivations are appropriate for the profession. Along with the introductory courses in social work, programs need to include course contents providing relevancy for the professional in direct service to the client, and methodology of the team approach in which staff members with differing backgrounds of education and experience work together.

The graduate schools in human services social work education need to be aware of the new job requirements emerging for their graduates. While direct service is still predominantly the pattern in private agencies, public agencies have changed and are changing the role of the graduate professional. We feel that more emphasis needs to be placed upon the responsibilities of the specialist who can provide supervision, consultation, staff development, planning, and provide administrative leadership. With the expansion of the community college throughout the nation and the development of human services social welfare education programs, the master's level social worker may soon serve the community in the capacity of college teacher, bringing to the classrooms the attitudes, values, meanings and skills with professional agency experience that are unique to the profession of social work.

NOTES

[1] B. Madison, "Undergraduate Social Work Majors at San Francisco State College: Their Social Characteristics and the Influence of Selected Variables on Their Continuance in the Program," *Social Work Education Reporter,* Vol. XVII, No. 4, December 1969.

[2] T. Okin, "Career Choice and the Undergraduate Social Welfare Major," *Social Work Education Reporter,* Vol. XIX, No. 3, 1971.

[3] D. M. Pilcher, "Interim Report on Undergraduate Social Welfare Education: San Diego State College," *Social Work Education Reporter,* Vol. XVII, No. 1, 1969.

[4] T. H. Walz, "Interim Report on Undergraduate Social Welfare Education," *Social Work Education Reporter,* Vol. XVII, No. 1, 1967.

[5] A. M. Pins, *Who Chooses Social Work, When and Why?* New York: Council on Social Work Education, 1963.

[6] Donald E. Super, "A Theory of Vocational Development," *American Psychologist,* No. 8, 1953.

[7] E. J. Ginzberg, et al., *Occupational Choice,* Columbia University Press, 1951.

[8] D. M. Blau, et al., "Occupational Choice: A Conceptual Framework," *Industrial and Labor Relations Review,* Vol. IX, No. 4, 1956.

[9] A. Rowe, "Early Determinants of Vocational Choice," *Journal of Counseling Psychology,* No. 4, 1957.

[10] Draft of an amendment to Part 204, Chapter 11 of Title 45 of the Code of Federal Regulations.

APPENDIX A

RESULTS OF A SURVEY OF JUNE 1970 COMMUNITY COLLEGE GRADUATES

The State of Florida has twenty-seven public community colleges. At the time of this survey, five operated Associate of Science (A.S.) degree technician programs in mental health and mental retardation:

(1) Daytona Beach: Mental Health Technology
(2) St. Petersburg: Mental Retardation
(3) Miami-Dade: Mental Health/Mental Retardation
(4) Chipola: Mental Retardation[1]
(5) Palm Beach: Mental Health[1]

Eight community colleges offer Associate of Arts (A.A.) programs in the human services; however, only graduates of the Miami-Dade program were included in this sample to allow for some comparative analysis of employment and educational patterns.

Fifty-four of the seventy-five 1970 graduates (72%) of these programs (i.e., Daytona Beach, St. Petersburg, and Miami-Dade, A.A. and A.S.) responded to the mailed questionnaire. The questionnaire was designed to yield information concerning the age, race, sex, marital status and employment status of the respondents. In addition, the respondents gave an indication of their present and future educational plans and stated whether or not they had experienced any difficulty in transferring their community college course work. Finally, there was an attempt to assess the graduates' views regarding their educational training and employment. It was felt that information in these areas would result in a meaningful profile of the recent community college graduate.

Demographic Information

The majority of the graduates were white (85%), single (46%), females (91%) between 18 and 21 years of age (41%). (Thirty-nine percent were over 30.) However, when viewing the programs on the basis of type of degree, the majority of those graduating from the A.S. (technician) programs were white (97%), *married* (*52%*), females (91%), who were *over 30* years of age (61%). In contrast, the majority of the A.A. graduates were white (67%), *single* (*71%*), females (90%), who were *22 years old* or less (81%).

Seventy-six percent of all of the graduates financed some part of their own education, with 37 percent providing more than one-half of the total expenses from their own savings or part-time employment.

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[1] Questionnaires were not sent to Chipola or Palm Beach since there were no graduates of these programs at the time the questionnaire was administered.

Employment Status

Fifty-six percent of the graduates indicated they were currently employed, however only 30 percent were employed in jobs related to their educational training. These included jobs such as Social Work Associate, Rehabilitation Technician, Mental Health Technician, Counselor and Recreational Therapist. It is significant to note that those who held these human service jobs were *all* graduates of an A.S. technician program. The remaining 70 percent of the graduates who were employed held jobs such as substitute teacher, secretary, and telephone operator, etc., and were graduates of both A.A. and A.S. programs.

Forty-four percent of the graduates indicated they were currently unemployed. Of these, 89 percent were continuing their education in an upper division university; 35 percent were unable to find employment; 12 percent had spouses who were making a sufficient income; and 12 percent were unemployed for reasons other than those listed.

None of the graduates who were employed were involved in any in-service training. Several responses to this item indicated that some respondents did not know the meaning of "in-service training" (e.g., "Yes, I am a contact leader for a group of alcoholics").

When asked about the part of their community college program which had generally proven to be most helpful in job performance, 29 percent responded that their field experience had been the most helpful. Twenty-three percent felt all of their training had been helpful, 34 percent responded that general education and social service technical courses had been helpful, and 14 percent felt that none of their training had been helpful.

Present and Future Educational Plans

Forty-eight percent of the graduates indicated they were currently, or had at some time in the past, enrolled in an upper division university. Fifteen percent of these were pursuing the Bachelor of Social Work. Fifty-six percent of those who were not enrolled in an upper division university planned to continue their education at some time in the future; 25 percent were undecided; and 19 percent definitely planned not to continue their education.

When examining the data on the basis of type of degree, 33 percent of those who received an A.S. degree responded that they were presently attending an upper division university in contrast to the 71 percent who received an A.A. degree and were in an upper division university. Similarly, 36 percent of the A.S. graduates responded that they planned to continue their education in the future, while 20 percent of the A.A. graduates answered that they planned to continue their education. When interpreting this data, it should be noted that the A.S. degree is designed to be a terminal degree, whereas the A.A. degree is specifically designed for transfer to an upper division university.

Transfer of Credits

The two course areas listed most frequently as non-transferable to an upper division university were the vocational/technical courses (37%) and field practicum (33%). However, 92 percent of those who applied to an upper division university transferred at least forty-six out of sixty community college hours.

Personal Opinions Regarding the Usefulness of College Training for Employment and Further Education

The final question requested additional comments regarding the graduates' college training as well as their current position. Although many of the respondents expressed their views, the following three comments indicate the major types of responses that were received:

> "I personally believe one of the most necessary steps to be taken is to gain recognition of and to obtain a specific job classification for the two year mental health worker on a statewide level. I applied for a position (with a state agency) and was told that although I had the necessary qualifications, there were no funds for someone with my degree. At that time, one of the caseworkers had her four year degree in hotel-motel management. Whose degree was more appropriate for the position in question?"

> "In spite of the fact that no jobs were available for Mental Health Assistants at the time of graduation, I do feel the two years devoted to studies and training were well spent. My knowledge has enabled me to do satisfying volunteer work and I am confident that when funds are available for staffing for Mental Health Agencies, there will be a place for me if I so desire it."

> "Before I went into the Mental Health program at the community college, I questioned job possibilities and was answered in the affirmative. After completion of the program I was told there were none. I feel that the school did a great disservice to the students in that program who entered with trust. My money, time and effort were wasted as far as usefulness in the labor market was concerned."

APPENDIX B

RESULTS OF A SURVEY OF JUNE 1970 SOCIAL WELFARE BACCALAUREATE GRADUATES

Five of the nine state universities in Florida offer a major or a concentration of courses in social welfare. These include:

(1) Florida A & M University
(2) University of West Florida
(3) Florida State University
(4) Florida Technological University[1]
(5) Florida Atlantic University[1]

Fifty-six of the eighty 1970 graduates (70%) of Florida A & M, Florida State, and the University of West Florida responded to the mailed questionnaire.

In order to compile a profile of the baccalaureate graduate, the survey sought information in the areas of demographic variables, employment status and education. Specifically, the survey determined the age, race, sex and marital status of the respondents. In addition, questions regarding the undergraduate curriculum and community college transfer problems were included. The survey also determined the employment status and future educational plans of the respondents. Finally, personal opinions were asked regarding educational preparation and current employment.

Demographic Variables

The majority of the graduates were white (71%) females (71%), approximately twenty-two years old (55%). The sample was evenly divided in marital status, with half being single and the other half married.

Twenty-one percent of the graduates received a Bachelor of Arts, and seventy-nine percent received a Bachelor of Science. Seventy-three percent financed some portion of their education from their own savings or part-time employment, and thirty percent financed more than half of their own education.

Curriculum

Most of the graduates (65%) majored in social welfare and had no minor requirements (41%). The rest majored in sociology (35%) and minored in social welfare (29%), corrections (5%), criminology (7%), or a related field (18%). In addition, most (87%) completed between 31 and 50 hours of social welfare courses.

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[1] Questionnaires were not sent to Florida Technological University as their graduates could not be located. Florida Atlantic University had no graduates at the time of this survey.

Approximately eighty percent of the graduates had a field placement. The settings included: Mental Health (14%); Medical (5%); Family Services (17%); Child Welfare (12%); Public Assistance (7%); Corrections (10%); Mental Retardation (55%); Education (12%); and Other (18%). The primary activity while in the field was working with individual clients or small groups (73%), with a minority of students involved in clerical or observation experiences.

Community College Transfers

A majority of the graduates (57%) had transferred to the university from a community college. Eighty-two percent of those who transferred had over sixty hours of their community college hours accepted for transfer.

Employment

Eighty-two percent of the graduates were currently employed. Of these, sixty-one percent were employed in social work related jobs. The remaining thirty-nine percent were employed as secretaries, receptionists, etc. Most of those who were currently employed were not involved in any in-service training.

Eighteen percent of the graduates indicated they were currently unemployed. However, the majority of these (83%) were attending graduate school, with 60% working on a Master of Social Work. The rest (17%) were unemployed because they were married and their spouse was making a sufficient income.

When asked about the part of their undergraduate program which had generally proven to be most helpful in job performance, 40% responded that all of their training had been helpful, 30% felt field work had been most important, 12% responded that social welfare courses had been most helpful, 12% felt none of their training had been helpful, and 6% indicated that social science courses had been the most helpful.

Future Educational Plans

Fifty-five percent of the graduates indicated they planned to attend graduate school at some time in the future. Thirty-six percent had decided that they had no plans of furthering their education.

Personal Opinions Regarding Educational Preparation and Current Employment

In response to the final question regarding any additional comments related to their college training and its job preparation, a wide range of responses were received. These included negative feelings regarding curriculum and training to positive statements about the usefulness of field training and the total curriculum. The following four responses typify the views expressed:

"I would like to see post-graduate studies offered at community colleges or extension centers within reasonable distances of social work agencies, so that myself and others may keep our practices up to date and the information we received in our former colleges current."

"My college training did little to prepare me for my current position (non-social work). Due to what I feel was an error in my judgement, very poor counseling, and an inadequate undergraduate program, I have become very dissatisfied with the field. The people I put my "trust" in to prepare me for employment were simply feeding me a fantasy. The courses were poor and never seemed to have any connection. Adequate available counseling is needed very badly."

"I feel that the majority of my courses in social welfare presented the theories of social welfare in such a way as to give me a good basis for making decisions in my present position. I feel that in the program more supervised experience is needed than just a one quarter internship. This type of experience needs to include some experience just being around an agency and learning how it functions. These experiences should be brought back to the classroom in the form of a seminar for discussion."

"Internship helped immensely and in my opinion, most of all. The other courses helped in that they provided some ideas of social work as well as the basic concepts. Interviewing courses helped greatly and the social sciences were very helpful in gaining a better understanding of man and his behavior. It is my opinion that field work should be mandatory for all individuals intending to enter the social work profession."

APPENDIX C

RESULTS OF A SURVEY OF MARCH 1970 MSW GRADUATES OF FLORIDA STATE UNIVERSITY

Florida State University is the only state university that offers a graduate program in social work.* In order to compile a profile of the recent graduate of a graduate social work program, questionnaires were administered to the March, 1970 graduates.

These questionnaires were designed to compile a profile of this select sample using demographic information and measuring attitudes about the differential use of manpower. Since it was assumed that more and more MSW's will be responsible for supervising staff with less training than themselves, as well as training staff, this survey attempted to assess the attitudes of recent graduates toward emerging trends in manpower utilization.

Seventy-five of the eighty-five graduates (88%) responded to the group administered questionnaire.

Demographic Information

Basic demographic information was sought in the following four areas:

(1) Age, race, sex and undergraduate major
(2) Years of experience in a social service agency prior to graduate school
(3) Agency stipends and length of commitment
(4) Employment prospects (methods, salary, major skill area, etc.)

Most of the respondents were white (89%) females (52%) between the ages of 22 and 29 (83%). They indicated a variety of undergraduate majors, with most having majored in sociology or social welfare (50%), and the rest majoring in the social sciences, education and English.

The second aspect of demographic information was concerned with the prior experience of the respondents in a social service agency. Sixty-one percent indicated they had worked in a social service agency prior to attending graduate school. Most (71%) had worked from one to five years in an agency, while 19% had worked less than one year, and 10% had worked from five to ten years. Most (57%) had experience in a public welfare setting, with the rest having experience in mental health/mental retardation (13%), corrections (12%) and other social service agencies, both public and private (18%).

One third of the respondents (34%) indicated they were attending graduate school on an agency stipend, with over half of these being provided by several of the divisions of the Florida Department of Health and Rehabilitative Services. The remaining stipends were provided by out of state agencies or private Florida agencies. The majority of those on an agency stipend (80%) were committed to work upon graduation in the funding agency for eighteen months to two years.

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*Barry College, Miami, is the only private university to offer a graduate program in social work.

It would appear that most of the stipend recipients (56%) were satisfied with the experience, as they indicated they would still accept a stipend if they were starting the program today. However, a substantial number (44%) responded they would not again accept an agency stipend. Most (70%) explained that this was because of the commitment to the agency after graduation, while the remainder felt that the agencies had a lack of diversity in job opportunities and were slow in job placement, position and salary. Thus, most of those on agency stipends are satisfied, although a substantial number appear to be dissatisfied primarily because of the commitment.

The final aspect of demographic information was concerned with the employment prospects of the graduates. Most planned to work in a public welfare (29%) or a mental health/mental retardation (28%) setting when they graduated, while the remaining 43% planned to work in private counseling, education, corrections, etc. At the time this questionnaire was administered most (59%) had not accepted any employment. However, of those who did have jobs awaiting them, most (60%) were with various divisions of the Florida Department of Health and Rehabilitative Services, while the rest (36%) had accepted employment outside the state of Florida. Fifty-five percent indicated their jobs would be primarily indirect service, while forty-five percent had accepted jobs that were primarily direct service.

The majority of the respondents who had jobs awaiting them indicated that this job was the one they had wanted (68%). Most of those who had accepted jobs they did not want had done so either because they were committed by an agency stipend or because the position they had wanted had already been filled. Most of the respondents (67%) indicated their gross annual salary would be between seven and ten thousand dollars a year.

Most of the respondents saw their major skill area as either casework (30%), group work (22%), community organization (13%), or supervision (10%). A minority of respondents saw their major skill area in research, administration, consultation, or teaching. However, when asked to indicate whether they had an interest in developing skills in additional areas, most responded they would be interested in developing skills in administration (18%), supervision (17%), consultation (15%), teaching (15%), group work (13%), and community organization (11%).

Attitudes Toward Differential Staffing

This section was designed to assess the attitudes of the graduates toward emerging trends in manpower utilization. Specifically, the questions attempted to determine whether this sample of recent graduates recognized the different competencies of lower educational levels of manpower.

When asked whether it was desirable for all agency positions to be filled with MSW's, (assuming there were enough MSW's available), the majority of the respondents (58%) indicated that this would not be desirable. Indeed, when asked whether or not persons with less than an MSW degree could adequately fill a number of the positions in a social service agency, the vast majority responded that the bachelor in social welfare (98%), the bachelor in other fields (88%), the Associate (82%), and the high school or less graduate (74%) could all adequately fill a number of the social service positions. In this regard it was perhaps significant to note that the percentages decreased as the educational level decreased. A majority of the respondents (59%) further indicated that the social welfare baccalaureate graduate was more qualified to work in a social service agency than other baccalaureate graduates.

In order to determine the respondents' views of the primary functions for each educational level, they were asked to rank in order of importance the three primary functions for each level from the following list of nine: (1) Administration, consultation, policy development; (2) Supervision of service staff with equal or less education; (3) Supervision of only service staff with less education; (4) Supervision of aides and/or clerical staff; (5) Direct client service; (6) Assist staff with client problems in an auxiliary capacity; (7) Perform routine procedures (primarily paperwork) to allow staff with more education more time for client service; (8) Clerical functions; and (9) Should not be used at all. Figure A shows how this sample ranked these functions for each level.

FIGURE A

PRIMARY FUNCTIONS OF EDUCATIONAL LEVELS

MSW	BACHELOR (SOCIAL WELFARE)	BACHELOR (OTHER)
(1) Administration, consultation, policy development (2) Supervision of service staff with equal or less education (3) Direct client service	(1) Direct client service (2) Supervision of aides and/or clerical staff (3) Assist staff with client problems in an auxiliary capacity	(1) Direct client service (2) Supervision of aides and/or clerical staff (3) Supervision of only service staff with less education
	ASSOCIATE	HIGH SCHOOL OR LESS
	(1) Performance of routine procedures (primarily paper work) to allow staff with more education time for client service (2) Assist staff with client problems in auxiliary capacity (3) Clerical functions	(1) Performance of routine procedures (primarily paper work) to allow staff with more education time for client service (2) Assist staff with client problems in an auxiliary capacity (3) Clerical functions

This data appears to contradict the previous finding that the BSW is more qualified to work in a social service agency than other baccalaureate graduates. The similarity between the rankings of these two levels would seem to indicate that although this sample feels the BSW is more qualified, both graduates should have similar, if not identical functions.

It was also significant to note the identical rankings for the Associate and the High School or less levels. There appeared to be some recognition of the ability at both of these levels to assist in direct service, however both were still viewed primarily in a clerical capacity.

To determine the willingness of the respondents to delegate functional responsibilities to staff with lesser education, questions were drawn from *Manpower Utilization in Social Welfare.** Response groupings indicated that thirty-one percent of the respondents felt that most (at least eight) of the twelve roles should be the responsibility of the MSW.** Twenty-five percent indicated that most of the tasks could be performed by MSW, BSW, and Bachelor (in other fields). As shown in Table I, a minority of the respondents felt that the Associate level could perform most of the roles. The ideal response to this question would have been to check each role as relevant for all levels of manpower. Only eight percent of this sample responded by checking all roles at all levels indicating a very positive attitude toward the concept of differential manpower utilization.

TABLE I

MAJORITY OF TASKS — MSW only	31%
MAJORITY OF TASKS — MSW, BSW, and BA only	25%
MAJORITY OF TASKS — MSW, BSW, BA, & Associate only	4%
ALL TASKS	8%
RANDOM DISTRIBUTION	14%

These responses tend to confirm the conclusions reached in previous studies,*** which have shown MSW's to be reluctant to delegate functional roles to staff with lesser education. An exception in this sample was at the baccalaureate level where some willingness to delegate the tasks was indicated. The fact that very few respondents checked many of the roles for the Associate and less levels provides further support for the previous finding that these levels are still viewed as primarily clerical roles or undifferentiated roles by this sample of social workers.

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*Robert J. Teare and Harold L. McPheeters, *Manpower Utilization in Social Welfare*, Atlanta: Southern Regional Education Board, June, 1970.

**The twelve roles included: outreach worker, broker, advocate, evaluator, teacher, behavior changer, mobilizer, consultant, community planner, care giver, data manager, and administrator.

***See, for example, Lela B. Costin, "An Analysis of the Tasks in School Social Work," *Social Service Review*, V. 43, September, 1969.

THE COMMUNITY COLLEGE AND SOCIAL WELFARE EDUCATION

Robert Turner

The purpose of this paper is to provide a thumbnail overview of the community college system as it is developed in Florida and its relationship to social welfare education. Florida has one of the best recognized community college programs in the nation. Interest in a state system of public community colleges was first expressed in the report of the Citizen's Committee on Education in 1947. In response to that call, the legislature passed a series of acts which permitted the establishment of public junior colleges as part of the public school system. By 1955 state supported community college programs were operating under this plan.

Five years later, the Council for the Study of Higher Education in Florida issued a plea for an expanded state community college system. The 1955 legislature made a vigorous response to the recommendations. It appropriated over four million dollars to expand and equip the existing public community colleges, created a Community College Council, authorized a staff for this council and appropriated funds to finance an extensive study of the state junior college program and needs.

When the Community College Council reported to the 1957 legislature, it recommended a long-range program for the development of a state system of junior colleges which would eventually place a public junior college within the commuting distance of 99% of the population of the state. Currently, twenty-seven community colleges serve the state and the twenty-eighth will begin operation in 1972. This will complete the state plan, taking only fifteen years from the time of the plan's adoption in 1957. In the Fall of 1971, the twenty-seven public junior colleges in operation had an enrollment of 170,881 of which 120,262 were enrolled in the university credit programs.[1] This compares with an enrollment of 78,760 for the seven state universities.[2] Further, the largest institution of higher education in the state is Miami-Dade Junior College where 38,106 were enrolled during the Fall term, 1971. As an indication of the impact of the community college, in one economically deprived junior college district in 1957, only 15% of the high-school graduates attended college. Within a few years, 55% of the high-school graduates of the district were able to attend, most of whom entered the local junior college, created in 1958.

While the universities may have lost some beginning freshmen due to the emergence of the junior colleges, the pool of students becoming available at

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the junior year grew fantastically. In 1965, for the first time, more than half of the high-school graduates of the state entered post-secondary education institutions. Since 1968, approximately 65% of all students entering Florida colleges and universities for the first time have entered a Florida public community college. This compares to about 18% of the first time in college students who enter the state universities.

It is obvious, therefore, that most of the students who enter the higher education system in Florida enter via the junior college route, particularly since freshmen enrollments at those universities that accept freshmen have been limited by regulations.[3]

The legislature of Florida has established a dual system of higher education in Florida: (1) The junior college system designed to serve students with lower division university parallel programs along with occupational curriculum and continuing education and (2) The university system designed to serve primarily upper division and graduate students.

In 1968, the Florida public community colleges, having reached maturity, and in some instances out-growing their parents, were separated from the county school systems of the state. The institutions were placed under the district boards of trustees appointed by the governor and confirmed by the cabinet and the Senate. In 1971, the token local tax support was discontinued, and now all tax money supporting operational capital outlay costs comes from the state appropriations.

The junior college system in Florida developed so rapidly that it was difficult to work out adequate articulation procedures. Indeed, it appeared for a time that such problems developed faster than the leadership within the two systems could solve them. However, it was clear that the legislature intended for the system to work and accordingly, significant steps were taken. First, an articulation agreement was approved by the Board of Regents and the Junior College Presidents Council in 1959. This agreement affirmed as policy that the completion of general education requirements at one public institution in Florida would satisfy the general education requirements at all other public education institutions in Florida. This plan was a bold step toward making the transfer of students between institutions easier and demonstrating that educators are willing to work toward the solution of institutional articulation problems for the benefit of students.

A second articulation agreement adopted in 1971, tried to correct deficiencies in the earlier agreement. An attempt was made to treat all students alike in the higher education system of Florida whether they began at the junior college or at the university. It was the availability of the community college which enabled the universities to be more selective at the freshman level. And now it is the integrity and effectiveness of the junior colleges which allows the universities to continue the education of qualified community college graduates regardless of original indications of ability. At the same time, the community colleges have given all high-school graduates of Florida a chance to succeed at college at less expense to the state and to the parent. The success of the community college transfers in the universities of the state has proven the wisdom of the plan of higher education as developed by the Florida legislature.

Human Services Programs

The human services programs in the community colleges were developed to meet the needs of the community and certain major groups of persons who would be attracted to the programs. The composition of the student bodies of these programs provides evidence of the various groups whose educational needs are being met by these programs. Generally those who are attracted to these programs include:

(1) The recent high school graduate, who either out of a strong interest in the field or because of economic necessity is anxious to become involved immediately in a career oriented program;

(2) The so-called "second careerist," who may be the woman who has been raising a family during the years since leaving school and who now wishes to continue her education; or the adult, man or woman, who has worked for many years out of economic necessity in a field which is of little intrinsic interest, and who is anxious to find a more satisfying job;

(3) The "career upgrade", who is the adult already employed in a congenial job in the human services field, and who now wishes to upgrade himself in this type of work; and

(4) The "new careerist", who has been employed in a new and challenging role in the community and who is being offered the opportunity to make this kind of work a career through educational upgrading.

The Social Work Education Project staff has been working with representatives of the community colleges, undergraduate programs, graduate programs, private institutions and public service delivery agencies to develop the determinants for more effective human service delivery systems.

The field of social work has been particularly aware of the limitations of the present delivery of service system to meet the needs of our people. Shortages of professionally trained personnel, if all needed services were to be provided, coupled with inefficient utilization of presently available manpower have been identified as major problems. Along with programs aimed at recruitment, education, and retention of persons with the qualities and competencies required for professional social work, the need to redefine the tasks and competencies required to deliver service effectively has been recognized as a needed first step in more appropriate use of personnel. The development of several categories of technical and auxiliary personnel with levels of education ranging from high school through the two year college to the baccalaureate degree has been recommended. The Council on Social

Work Education has begun the process of formalizing the differentiation of professional functioning by extending its standard-setting and accrediting functions to undergraduate programs in social work.

While accreditation is limited to baccalaureate programs at the present time, the Council's recent publication, *The Community Services Technician —Guide for Associate Degree Programs in the Community and Social Services,* attests to the profession's recognition of the Associate Degree as a legitimate step in the professional education ladder. While there is still a wide gap between the statements concerning what social work should be doing as a profession to redefine its role and preparation for new types of professionals and what agencies are in fact doing, the recognition of the need is there and the educational models are developing. A major thrust which has led to the increasing interest in technically trained manpower is the growing experimentation in job restructuring methods for carrying out the tasks of social welfare. Included in this is the interest in the indigenous community worker and the examination of the special skills he brings to the job. On a broader scale the idea of restructured services has led to experiments in the separation of services and functions into different levels for the same client and the move to separate payments and services in public welfare. All of the above imply that tasks be defined as part of an improved total personnel system, other than simply relying on workers with college degrees.

The manpower shortage in social welfare, the concern for restructured delivery systems, the war on poverty, and the examples of other professions have all converged to make technical education for social welfare significant at the present time. Perhaps the most important component of the community to be served is made up of the agencies and institutions that will utilize the human services career programs directly as a source of trained personnel or through the use of the educational component itself as preservice or in-service training for already employed staff. Unless there are agencies with job functions appropriate to the graduates of a specific program the development of such a program, however consistent it may be with the interests of the students in the college, may not be justified. The term job functions rather than positions is used deliberately. Many agencies at present operate within an established staffing pattern that is inconsistent with the most effective delivery of services in terms of today's needs and knowledge. Positions may be available at the high school graduate level or the B.A. level, some at the M.A. level only. Traditionally, there have been no job levels that were identified for the specially trained junior college graduate. If in determining the appropriateness of a human services career program at the community college, one considers only the presently available jobs in the current staffing pattern of a given agency or agencies one is liable to become prematurely and unnecessarily discouraged. The programs we are discussing are new, for example the mental health technician, mental retardation technician, child care specialist, corrections and probation technicians, and they require positive action for change in service agencies and the colleges themselves.

If agencies have job functions which can be carried out by graduates of the community college programs, the possibility exists for the college to demonstrate this fact and work with the agency to bring about changes in job descriptions and qualifications. It is obvious that this is a circular process, as long as there are no educational programs appropriate to the two year college educational requirements of the agency, there is no reason for positions to be defined at this level and therefore no jobs. On the other hand, unless there are jobs available at this level, students and colleges are reluctant to become involved in such programs. Experience has shown that this impasse can be broken when the college and the agency work together.

The concept of development of good citizenship has long been an objective at all levels of education. Citizenship education has traditionally been the domain of liberal arts. Social welfare educators recognize that the helping relationships which are basic to their profession should be considered within the framework of liberal arts. These are the relationships especially concerned with assisting people in one way or another to cope with the increasing complexities of life and to achieve a greater measure of fulfillment. Specifically the meanings, attitudes and values of the helping professions are not only appropriate but essential in the development of citizenship.

Community College Teaching

The community college is now beginning to serve another function in higher education, that of field placement to the graduate student in social welfare who is interested in teaching. The Department of Social Work at Florida State University has been working with the Department of Higher Education at Florida State University to develop a teaching concentration for a select group of master's degree candidates who indicate a desire to prepare themselves to teach as well as to practice in the field of social work/social welfare.

A short-term demonstration project sponsored by the Social Work Education Project, involved several graduate social work students in four Florida community colleges working with human services faculty members gaining teaching and program development experience. The student evaluations indicated success in the program and a hope that this opportunity would be provided on a regular basis for other students. This provides the opportunity for the community college to employ professionally educated social workers for their human services programs.

As a former community college administrator, I can envision the M.S.W. level social worker making a major contribution to curriculum development in the community college on several levels:

(1) Introductory courses in the helping process, which might include the

sociology of minority groups, social welfare as an institution, the family, urban and rural social problems, the culture of poverty, problems of the handicapped and many other similar areas.

(2) Development of special technician programs in mental health, mental retardation, counselor education, etc., with field instruction, methods courses and seminars.

(3) Development of new programs for the human services technician with a broad base to serve the health fields, welfare, rehabilitation, criminal justice and probations occupations.

The purpose of the community college is to serve the community, and the community college graduates of human services programs will be trained to serve the basic human needs of the community. The colleges now have the opportunity to develop the leadership in educational programs for human services through the graduates of social welfare programs.

When we consider the brief 15 years since the legislative commitment to the community college system in the state of Florida, we can look with pride upon the achievements and with anticipation towards the future.

NOTES

[1] *Annual Report of Florida Public Community Colleges, Fall, 1971*, Head Count Enrollment, Florida Division of Community Colleges.

[2] *Report of On-Campus College Credit Enrollment, 1971-72, Fall Term*, Florida Board of Regents.

[3] *Comprehensive Development Plan* (Code), Board of Regents, 1969.

COMMUNITY COLLEGE TEACHING AND STAFF DEVELOPMENT: NEW LINKAGES IN THE CURRICULUM CONTINUUM

Brian Segal

Introduction

Information explosions in the social and behavioral sciences have created an immediate need for more efficient knowledge transfer processes to be developed so that new research findings and results of theory building can reach the practitioner in the human services. At the same time, new service delivery systems are being designed for all areas of human services requiring new professional roles to effectively perform the tasks within these new systems. The pyramiding of information resources concommitant with the evolution of more complex and innovative service delivery systems reveals a growing need to develop an interface between those who teach knowledge and those who utilize theory and knowledge resources in practice. What is therefore being suggested is an interface between education and practice or more specifically between university, community college and agency. An interface between education and practice may be viewed as those expectations of behavior held in common by those in education and those in practice on what each can offer the other, and how they can work together.[1] The interface is an act of working together and is the relationship which flows from cooperative ventures and joint efforts.

The community, and more particularly, its mutual support and service delivery agencies have traditionally offered the educational system a laboratory setting for research and student training. Higher education, in turn, continuously attempts to make available for the human service practitioner information and applied research which would provide meaningful data for problem solution. As well, higher education each year offers the end products of the educational process, its graduates, to the community. While the interface between education and practice includes the above interactional processes, there are presently developing increasingly greater foci for interaction. The realm of practice — its needs, organizations, programs and problems — offers education an opportunity to maintain relevancy by relating curriculum and research to the exploration of solutions to social problems and towards the development of deeper understanding of antecedent conditions related to social ills. Higher education, with its elaborate technological facilities and expertly trained manpower, offers the practitioners

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knowledge resources and predictive theories for use in planning and service delivery. The critical nature of this reciprocal arrangement and the embellishment of a search for increasing commonalities is essentially why we are here today — we are here to discuss a program which from a broad perspective spiritualizes the furtherance of the emerging interface between education and practice systems, ideas and manpower.

A Knowledge Flow System

The Staff Development Community College Internship Pilot Project was designed to explore new ways of strengthening the relationship between agency staff development programs and educational institutions. The project involved an innovative effort to explore the unique roles of a staff development specialist and a community college teacher through the combined field placement for second year graduate social work students in community colleges and social agencies. The utilization of graduate students as staff development specialists and community college teachers creates the unique convergence of three separate roles within three organizational contexts: student in the university, teacher in the community college, and staff developer in the agency. The individual is therefore at one and the same time a student, teacher and staff developer. The confluence of three role identities into one person while certainly having the potential for intra-psychic and interpersonal conflict, has equal if not greater potential for innovation. Innovative professionals are frequently marginal persons; not marginal in the sense of deviant, but marginal in the sense that a large number of innovations seem to come from quasi-outsiders, persons occupying statuses in two or more institutional realms. "One reason for their greater innovativeness is that marginality leads to exposure to activities in more than one sphere which makes innovation possible by applying ideas and procedures from one sphere to a second one."[2]

The role combinations of student, staff developer and teacher are of great importance in exploring the education-practice interface. The role combinations link the university, agency and community college in a knowledge sharing system in which information learned, developed or taught in one institutional sphere has immediate feedback through the student role to the other organizational partners in the information sharing chain. Thus, a student may learn about group process in the university, then develop a staff development program related to augmenting group work skills in the agency and then use the class as an experiential group in the community college. The student then returns to campus and teaches group dynamics at the undergraduate level. The performance of the three roles by the student brings together a heretofore unlikely group of partners: instructors and professors at the community college interacting with supervisors and staff developers at a public welfare agency, and interacting with students and faculty from the university in a reciprocal relationship. In the example cited above, the student carries on an important knowledge linking function which allows educational and practice systems to interface. Since the student performs the roles at the boundary of the organizations, the role itself permits the overlap of the two or three systems.

The Knowledge Broker

Education and practice systems may also be conceived as information generating and information consuming systems. A knowledge broker function is an integrating force working towards greater coordination in the total educational process from the university to the community college, to the agency, to the client and his family. The knowledge broker *need not be a* producer of new knowledge but must possess sophisticated conveyor and brokerage skills. The role function, therefore, of a knowledge broker is to link knowledge resource systems with knowledge consuming systems or practitioner groups so that they benefit from this relationship and expectation consensus emerges. This important task will enable the dissolution of barriers to the interface.

Students assuming such role combinations must in a sense walk a tightrope so as to maximize the quasi-outsider status towards production of innovation and minimize resistance to the adoption of new ideas by members of the organizational units. Involvement with several institutional spheres may also imply a less intense commitment to any one institution and greater difficulty in achieving changes within it. Marginality, while having potential to perform much innovation, also carries with it possibilities of exclusion by the organizations and particularly exclusion from inner circles where information necessary for decision making can have greatest impact. The involvement with "two masters" who may have polar values may also serve to restrict the receptivity to the individual and limit the authority of the knowledge broker in either one or both systems. It can thus be seen that the establishment of the "joint appointment" in this pilot project symbolizes both the imagination and innovation required of the knowledge broker role as well as the potential role conflicts and ambiguities inherent in the confluence of expectations and organizational demands.

The foregoing material has attempted to conceptualize the nature of the knowledge flow system created by the performance of a combination of roles by the students. The intention was to set the stage for the monitoring and evaluation comments which follow by highlighting those key variables which at one and the same time provide excitement and confusion to the student field placement tasks.

Evaluation Procedures

The evaluation of the project consisted of the collection of a wide range of information from students, community college faculty, and agency supervisors concerning the utilization and effectiveness of the students within the agency and the community college. The students' evaluation of the placement was measured through interviews and the submission of bi-weekly logs. The logs were designed to encourage the students to describe their activities and feelings about the joint appointment and to focus on some of the strengtns and weaknesses of this placement system. In addition they were asked to assess program and staff development priorities and improvements needed in the agency and educational and curriculum priorities and improvements needed in the community college, and to compare their learning experiences in both settings.

The interview schedule began with the presentation of the goals and methods of the study and of the monitoring nature of the research design. Each informant, including student, staff and faculty was asked some basic demographic data including past experience, major practice interests, academic degrees, official position, marital status, previous supervision of social work students, previous teaching experience and so on.

Next, data was collected on the respondents' perception of the structure and climate of the agency and the community college. Structural issues focused on the formality versus informality continuum, communications pattern, status and hierarchical considerations. The climate dealt with organizational goals, policies, leadership, staff relations, autonomy, and decision-making. The next area which the interview schedule for the students dealt with was role perceptions. This area included norms, attitudes, goals, level of responsibility, perception of significance of assignments, and supervisory relationships. The third area then dealt with student satisfaction concerning supervision, tasks, job description, interaction with other employees, with the organization or setting and potential for self-realization. The responses were open-ended and provided much insight in a qualitative way about the opinions of the personnel involved in the program. It must be cautioned that there were only four students involved in the placement and thus the material to be presented is only suggestive. While it may only be suggestive, it does provide some noteworthy case material.

Job Description Summary

In all cases, the students job description at the community college involved preparing bibliographies, extensive reading, development of course syllabi, meetings with co-teachers and in one case, the screening of individuals for participation in a special program. As well, the students participated in faculty meetings, in curriculum planning and development, counseled students interested in social welfare, and observed classes. The teaching assignments for the students included such tasks as teaching in a mini-lab program, teaching a course in juvenile delinquency, preparing and presenting a lecture and discussion of social services and social agencies to the highway patrol academy, teaching a section of general child psychology and helping relationships, developing a one-semester course in mental retardation, and teaching a course in community services for incoming freshmen.

The staff development placements for the students included a variety of tasks, some of which were: developing and participating in a protective services workshop, developing a foster parents group, initiating and carrying out group work seminars and workshops, developing orientation packages for incoming workers, developing a foster parent handbook, and providing case consultation services for professionals in the agencies. Included in the staff development placements were need determination efforts to identify training and program needs of the staff for more effective workshop and seminar planning.

Results and Discussion

Beginning situations are always fraught with anxiety and ambiguity. Beginning for this project was defined to mean the newness of the experience for the student, the supervisors, the field instruction program and the organizations involved. The respondents felt that there were two major classes of concerns related to beginnings: expectations and timing.

First, let us define what is meant by expectations. An expectation, as used here, will be taken to mean an evaluative standard — an expression of what one "ought to" or "should" do. Second, let us briefly review the concept of role. "It is important to stress that roles are ideational; i.e. they are ideas about how behavior ought to occur rather than being the actual behavior."[3] The concept of role includes expectations which are sent to the person occupying the role, the individual's perceptions of these expectations and the resultant behavior. Role is an important concept for the explanation of individual behavior in organizations and for eventually linking role behavior to organizational goals and performance. Roles are the building blocks of human organizations.[4]

The expectations or perceptions of what ought to occur in terms of the students' assignments and accountability patterns varied amongst the project participants. While the structural arrangements for the allotment of student time in both agency and community college settings was clear to all participants, the interpersonal nature of the division was somewhat blurred. There existed lack of clarity related to the *official versus unofficial supervisory process,* the *task development and assignment process* and the *evaluation process.*

Supervisors and students were unclear about the problem of accountability. Is the student only accountable to the MSW supervisor or to both people in both agencies? Does the agency supervisor have responsibility for the job performance of the student in the community college? Does the student discuss the agency placement with the community college supervisor and vice versa? These are some of the questions which revealed the blurring of expectations. All of the participants agreed that this was a confused yet important issue and felt that it was difficult for a single supervisor to oversee student task development, performance and concerns in both settings. All of the participants felt a need to build relationships and the students particularly wished to reduce possible conflict with their superordinates. The confusion generated by initially ambiguous expectations made this at times a difficult task.

Another area of ambiguity involved discrepancies in expectations related to the development of assignments and specific tasks. It was pointed out by the students that initial expectations were for tasks to be clearly formulated before they arrived at the placement. This was generally not the case. The students along with their superordinates worked together to develop student assignments according to agency and community college needs at the time. While this did not prove to be inappropriate or without much learning, it did lead to initial confusion on the part of the student as to what specifically was expected. Since teaching internships from the School of Education have significantly different parameters for the student and the community college than the social work field placement, there was a tendency initially for the community college placement to parallel education student internship. Through positive relationship holding between student and faculty at the community college, this problem was eventually solved.

The third area of confusion of expectations related to the process of evaluation. Uncertainty existed as to the differential importance of the evaluation of the student performance by supervisors in each setting. Do both evaluations have equal weight? Are they both included in the students' file at the school? Should the evaluation material measure the same areas in both placements? Can one use an evaluation of a practitioner to evaluate an educator? These questions encapsulate some of the confusion felt by the participants in terms of the evaluation process. Added to this confusion was the further problem of accountability to two people for performance and job function without clear lines of communication between the participating agencies which they represent.

Role Ambiguity and Conflict

The above mentioned incongruity in expectations held for the student and for the supervisors sets the stage for both role conflict and role ambiguity to occur. Role conflict occurs when the incumbent of a position receives contradictory or inconsistent expectations from significant others in his role set. Thus, if a student is expected to attend an agency workshop out of town and thus has to miss a class at the community college, he would be in role conflict. Role conflict may be generated by a combination of expectations in conjunction with the individual's own role perceptions. Role conflict therefore is a tripartite situation. It results from the interaction of what the individual perceives he ought to do in conjunction with what his significant others expect he should do. If any of these expectations are not in accordance, then the possibility for conflict exists. Under pressure of conflict from any of these sources, the individual's functioning may obviously be hampered.

Role ambiguity has been carefully documented as being a major source of difficulty in work roles for a large number of personnel. According to Olmstead, "Role ambiguity is a direct function of the discrepancy between the information available to a person and that which is required for adequate performance of his role. One of the greatest problems in the effect of role performance lies in the person's ability to anticipate clearly the consequences of his own acts. Clarity and predictability are required for effective performance. In complex social systems, despite their characteristic emphasis upon authority and procedures, clarity and predictability are very often difficult to achieve."[6]

The performance of a combination of roles within a number of organizational spheres creates a most difficult situation for individual role perception. It must be understood that the role of student in this case has a number of critical reference roles or counter-position roles which send role expectations to the student. The role senders are the people who occupy referent positions in the organization within which the student performs these roles. These organizations are university, community college, agency and Board of Regents. We therefore, not only see a convergence of roles, but a convergence of organizations and potential role senders which influence the role perceptions of the students. Each organization has its needs and goals and methods for achieving these. Personnel in these organizations, in order to adequately perform their own functions, are required to send expectations to the students, so that the students can become part of the goal attainment function of the various organizations. What this means, essentially, is that the personnel in the various organizations in which the student performs, send separate expectations to the student.

It is fair to say that each student experienced at one time or another role conflict during the placement. It may also be fair to say that the supervisors perhaps also experienced role conflict in relation to their organization expectations and those expectations held by the School. This all seems quite inevitable when one thinks about the interaction of four separate organizations at all times during the field placement. Some other examples of role conflict situations were: demand for more time by one setting over the other; expectations by the student and the University for staff development tasks to be worked out directly with the supervisor conflicting with regional and state-wide needs; expectations by the Board of Regents Pilot Project for students to co-teach a course at the community college conflicting with community college expectations that the student would observe.

All participants expressed the need for clear cut expectations to exist initially at the point at which working contracts between the organizations were set. The terms of the working agreement between the university, community college and agency must be made as unambiguous as possible. Expectation clarity is essential for the organizational role performance of the students.

As mentioned above, role ambiguity results from a lack of information necessary for effective role performance. The students, and at times, supervisors, in both settings experienced situations of role ambiguity. Lacking adequate data from either the school, the agency, the Board of Regents, or the community college as to what functions the students were to perform led the students to perceive their roles as being somewhat ambiguous at the outset of the program. This was further compounded by the fact that the students were given assignments for which initially they perceived they did not have the proper information. Not having had a course in mental retardation, protective services, or juvenile delinquency, or never having had experience in an interactional mini-lab, the students were understandably quite anxious about these assignments. I underline that this is how the students perceived their level of competence. It was my feeling that the supervisors perceived the student competence much higher than did the students themselves. This, of course, enabled the students to work with the supervisors towards the realization that while they needed to bone up on some of the specific content areas, they had the basic skills required to carry out these functions. The skills, though not specifically related to these tasks were previously learned and utilized and thus were highly transferable. This realization enabled the students to increase their own self-concept and to search out content information which would help them perform their roles more adequately and thus basically reduce the role ambiguity.

The supervisors as well experienced some role ambiguity, particularly related to their lack of information and lack of clarity about the specific assignments which the students were to perform and the expectations held for them by the other organizations, the university and the Board of Regents. These role ambiguities were clearly a function of beginnings. It is noteworthy that this project has shown that role ambiguities begin to dissolve as relationships build, as expectations become clearer and as more information becomes available for the student to perform tasks. It seems also that the students and supervisors form a mutual support network in which their own reflections about what ought to be reach a certain degree of consensus and make the working relationship more effective by reducing ambiguity and conflicts.

Timing

Another concern expressed by the students was the fact that the staff development placement began earlier than did the teaching assignment at the community college. This meant an increased student involvement in the agency at the beginning of the placement. Increased involvement in the agency during the initial phases of the placement, which is the time when the working contract is slowly being negotiated, raises the spectre of future problems. For some students it meant a differential commitment pattern to the agency which needs to be renegotiated once the community college internship begins. There is a need for the placements to, if at all possible, begin at the same time. If this is not possible, then it is important to have assignments for the community college placement before the student arrives on the scene so that he would be able to prepare curriculum, develop bibliographies, and read during this time lag. It was felt that more planning for this would be most helpful.

Organizational Antecedents

The structure and climate of the organizations in which students are placed has a capacity to affect motivation, attitudes and initiative. These effects most often are reflected in student performance. The ability of organizational context to affect performance and to affect feelings of satisfaction on the part of employees is not an unusual state of affairs.

The students who felt more comfortable in the work setting of one organization over the other tended to perform better in that setting. Those students who felt equal comfort in both settings tended to have adequate role performance in both settings. It is worthy to note that the perceptions of the effectiveness of the student's performance both by the student and by supervisory personnel were very much parallel. Further, the students' perceptions of their own performances seem to be quite clearly related to their attitudes about the organization.

Some interesting highlights of the students' perceptions are noteworthy. The more formal the student perceived the structure of the agency, the lower he tended to perceive his own performance. Students tended in most cases to prefer a more informal pattern of communication amongst staff between horizontal and hierarchical levels and less of a hierarchical structure. Another important variable which related to the student's perception of his role performance was the degree to which he perceived that the front-line professional had decision-making autonomy either in the agency or in the community college. Students who felt that the professional, i.e. the person who the agency designated as performing a professional role, had minor constrictions on decision-making and had input into policy decisions, tended to perceive their own performance as being significantly better than if they saw the decision-making as being highly limited and constricted. Along with the question of effect of structure and climate on performance was the reality that the person's performance feeds back into his perceptions of the structure and climate and reflects itself in the degree to which he identifies with the goals of the program.

The feedback mechanism which operates when an individual reviews his performance continuously through supervision and then relates feelings of satisfaction or dissatisfaction about his performance back into the work setting necessarily has an effect on the normative climate. The ways in which norms influence personnel are numerous. It is evident from the experience of the students that the patterns of activity which make up their organizational behavior map were most often cooperatively oriented and interrelated with other workers so that the norms which developed inevitably influenced the student's functioning. The normative influence that the organizational climate had on student performance seemed to be reflected in the extent to which the student executed functions above and beyond the minimal limits set forth in the formal role prescriptions. As one looks more clearly at the specific tasks performed by the students, it seems that in some instances, in one organization or the other, there is more energy expended in task performance and increased excitement reflected in the amount of time the student spent in performing the tasks. In some cases, this was related to the fact that in one or the other organization, the student was not perceived as a student but as a professional cooperating in an important venture. The potential of norms for influencing both attitudes and performances cannot be over-emphasized. Students as well as other personnel in agencies are highly sensitive to the norms existing in their organizations and very often take them into account and reflect them in terms of how they perform their tasks.

Supervision

The time spent by the students in supervision was broken down into the following areas: 1) staff development methodologies, theory, practice, roles, problem solving, adult education strategies; 2) specific job-related matters such as tasks, committee work, staff work, meetings, report writing; 3) program design relating to developing curriculum for staff development programs as well as curriculum development and lecture planning for community college teaching; 4) professional growth and use of self; 5) discussion related to specific content of new materials, readings, films, video tapes, etc.

The students felt the supervision they received was certainly adequate in the area of professional growth and use of self and in specific job-related matters pertaining to tasks, committee work, report writing, and curriculum program planning. They felt that more concentrated consultation or supervision in the area of staff development methodology which focused on problems of orientation, staff inclusion, and education processes was necessary. This included the need to review the differential impact of variations in media and such temporary systems as workshops, seminars, sensitivity, and T-Groups, on the trainees or the students. While there was much interaction between students and supervisors related to content material in staff development and in community college teaching, the actual methods of transferring knowledge to the potential user did not receive enough attention. When to use a workshop or a two day seminar or two hour sessions five times a week; or what benefit would result from using films, role-playing, psychodrama or video tape in the planning of particular programs, were questions requiring deeper analysis and experimentation. As well at the community college the development of teaching skills which would include setting up behavioral objectives required more attention.

Class and Field

In the process of monitoring the pilot project it was recognized that one of the major problems with respect to the teaching and learning of educational skills was a discrepancy between what is learned in the classroom and what is needed and learned in the field. Variations in faculty backgrounds and field instructors' interests, as well as differential orientation of agencies and schools to helping relationships, make integration of academic content difficult.

While the students strongly felt that much of the material taught in the classroom was beneficial to their placement, some major educational gaps between what was needed in the field and what was taught in the classroom emerged. Adult education theory and methods, learning theory, organizational theory and dissemination and utilization of research models seem to be the four areas which require increased development at the school. Such questions as what are obstacles to adoption within organizational settings and what are the most effective knowledge transfer processes for certain groups reflect the need for more discussion and theory and experience at the school. The measurement of the impact of training on trainees at periods of time after training programs or workshops have been instituted to see if the innovations and new ideas have been adopted and institutionalized is also an area which requires further work at the school. While these areas should certainly be discussed in the field, the responsibility of the school must also be present in order to help the students become acutely aware of the predictive nature of theories which will make them, hopefully, more effective practitioners.

Recommendations

As a result of the foregoing discussion, a number of recommendations which relate to the continuance and duplication of the program and the education-practice interface can be suggested. It was found that blurred expectations led to both role conflict and ambiguity for all the participants. Although expectations are not always perceived similarly by different individuals, with greater initial planning which includes all parties more clarity is bound to emerge. Further, expectations for student performance and role should be written so that the initial contract will be less ambiguous.

Another important factor which would increase the effectiveness of the student is the communication between community college and agency supervisors. In all cases there was insufficient communication between the supervisors concerning the students' job assignments, task performance, attitudes, motivations, feelings about the placement and problems. It is quite clear that the supervisor is in a difficult position to supervise a student in both settings. It is thus being suggested that each setting and each supervisory relationship be accorded equal status and equal importance in the overall accountability and evaluation process of the student. The student should be accountable to and evaluated by each supervisor. The evaluations should then separately be included in the student's file and be given equal weight for final field evaluations and letters of recommendation. It is strongly suggested that through a continuous process of communication between the supervisors, the student and the school that a regularized information sharing process include discussions about student performance.

Education-Practice Interface Revisited

The creation of functional and structural interrelationship between organizations so that information is shared in an efficient and effective manner is no simple task. In order for expectations which practitioners and educators hold for each other to have consensus, interlocking roles may have to be developed so that reciprocal dissemination and utilization of knowledge interchanges occur. The knowledge broker role is basically a mediating position between organizational technologies. The effectiveness of the knowledge broker role is dependent upon the constraints of interacting organizations. What is being suggested for the knowledge broker role implies that an agency staff development role include a teaching assignment in a human services program at the community college, or a teaching role in an undergraduate or graduate social work program or in a continuing education program. This is a prescription for marginality — have a foot in two different spheres so that what happens in one will transfer to the other. This would perform a major linkage function for further development of the interface between education and practice. As well, providing academic credit for staff development courses would further secure the linkages.

The establishment of new professional roles has rarely, if ever, come without difficulty. It has taken the profession almost a decade to accept the appropriateness and necessity for the advocate-reformer and social action role in social work. While the attempt to establish a knowledge broker role may not meet with as much resistance, it will take much professional effort. It will mean that innovative projects such as this one will have to be more widely duplicated and elaborated creating a large number of knowledge flow systems. Widespread duplication and evaluation hopefully will lead to adoption and institutionalization of the new roles into education and practice realms.

The problems encountered in this pilot project are far overshadowed by the excitement and interest generated amongst agency and community college personnel and students. Some of the obstacles encountered in this creative cooperative venture do not dampen the spirit of innovation but rather plant the seeds for future planning. Not only does this program stand as a model for others around the nation to duplicate, but it crystallizes the potential for new roles to bring education and practice closer together.

NOTES

[1] The university-community interface has been further conceptualized by Baizerman, M.L. "The University-Community Interface in the Health Sector," Unpublished manuscript, University of Pittsburgh, 1971.

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[3] Olmstead, J. A. "Organization Factors in the Performance of Social Welfare and Rehabilitation Workers," in Fine, J.S. ed. *National Study of Social Welfare and Rehabilitation Workers, Work, and Organizational Contexts Working Papers No. 1*. Department of Health, Education, and Welfare, Social and Rehabilitative Services, 1971, p. 111.

[4] *Ibid.*, p. 112.

[5] Kahn, R.L.; Wolfe, D.M.; Quinn, R.P.; Snoek, J.D.; and Rosenthal, R. A. *Organizational Stress: Studies in Role Conflict and Ambiguity*, New York: John Wiley and Sons, 1964.

[6] Olmstead *op, cit.*, p. 112.

NEW DEMANDS FROM THE FIELD FOR CURRICULUM CHANGE

Michael J. Austin and Philip L. Smith

In the process of planning for a curriculum continuum, it has become apparent that there will need to be much more agency involvement in curriculum building in the coming decade. Agencies have played a major role in providing field experiences for students in social welfare as well as serving as the primary employer for graduates of social welfare and human services programs. It is important to note, however, that agency representatives have played only a marginal role in providing direction for curriculum change. While agency directors are becoming more and more familiar with community college and university curricula, there is a continuing need to find a way to involve agency personnel in actual curriculum development.

The new national thrust for community based services as well as the attempt on the part of state agencies to regionalize services has significant implications for future curriculum building. These recent trends which should continue on through the 1970's indicate that human service workers will need to become much more knowledgeable about the community and region within which they work and to adapt the traditional skills necessary to work with individual clients or groups of clients to a more community organization approach. Workers in the human services industry will need to acquire more of a systems approach to service delivery in which all levels of workers, from community college through graduate programs, are knowledgeable about the system in which services are delivered and the manner in which interagency cooperation is developed and maintained.

New Worker Types

As the movement toward differential staffing continues in many human service agencies, we are beginning to see the emergence of new worker types and of new work roles for existing personnel. Most attention has been directed at the so-called "indigenous paraprofessional" along with the development of the two year community college trained technician who are working in a variety of settings. In addition, the undergraduate social welfare major is quickly becoming the new human service "generalist" and the graduate trained social worker is moving more in the direction of specialization in the areas of staff development, planning, administration, supervision, and consultation.

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The increase in community based services is providing a unique opportunity for paraprofessionals and technicians to rapidly increase client contact and services. At the same time the college graduate who is trained as a generalist is surfacing more as a case manager, working alongside the paraprofessionals and technicians in bringing services to the neighborhoods of our cities and rural areas in our state. As a result there is a growing demand for graduate level personnel to supervise and plan for service delivery on a community-wide or regional basis.

The Trend Toward Paraprofessionals

The new paraprofessional movement (as distinguished from the traditional practice of hiring unskilled custodial workers in institutions) in social welfare began in the early 1960's with demonstrations in the fields of mental health and delinquency prevention. The movement was given impetus by the Economic Opportunity Act of 1964 and the New Careers Amendment in 1966. Since then some thirty laws have established some 100 grant-in-aid programs that reflect the new careers design.[1]

We now find paraprofessional or new careers workers in various fields within the social welfare system. What many viewed as simply a strategy in the "war on poverty" — habilitate the poor by giving them jobs — has proven to be a partial solution to the problem of manpower shortages in a most dramatic manner. Many professionals recognize the demonstrated value of the paraprofessional in health, public welfare, corrections, mental health, and a variety of other fields. The literature is replete with examples of their contributions. Indigenous paraprofessional workers increased recruitment for an immunization clinic in an area formerly worked by public health nurses by over 400 percent on a per worker basis.[2] Riessman reports that paraprofessionals have been strikingly effective in case finding and in assisting people in making use of services.[3] Among many similar findings, a report on a Los Angeles vocational rehabilitation center using aides notes, "That most of our aides are flexible and can perform a variety of assignments was perhaps the most surprising yet positive feature of their contribution."[4]

A great deal of concern was generated among the ranks of the professionals with the advent of the paraprofessional movement. While much of this concern must be interpreted as a genuine interest in protecting clientele, assuring high quality service, and in providing adequate supervision and in-service training, some of the reaction can be interpreted as "turf-protecting" on the part of the professional. Working relationships over time between professionals and paraprofessionals have resolved much of the resistance by professionals. Today we need to turn our attention toward protections for the paraprofessional worker by building more meaningful staff development programs and more realistic career ladders and lattices. Riessman notes that careers imply: 1) permanence and 2) opportunity for upward mobility.

The New Technicians

Another worker type that has received a great deal of attention recently is the technician. This worker is generally one who has graduated from a two-year community college program in the broadly defined human services area. This person may be from a specialty program in child care, mental health, corrections, retardation, etc., or he may be from a more broadly grounded program that approximates that of the Community Services Technician projected by the Council on Social Work Education.[5]

O'Harrow in describing careers open to two year graduates lists Human Services as one of eight basic career families in public service.[6] The Council on Social Work Education lists 133 operational or developmental two year programs in community or social services as of July, 1970. This indicates that considerable attention is being directed at the two year graduate academically, but what about his utilization in the agency? Unfortunately academic programming seems to have out-distanced agency utilization at this point in time. Limited use is being made of the two year graduate by most social welfare organizations, though this picture is beginning to change.

In Florida a new job classification has been created in the Department of Health and Rehabilitative Services* for a Rehabilitation Technician. The Divisions of Mental Health and Mental Retardation are utilizing a limited number of these new worker types in various phases of their institutional programs. The Division of Family Services has a number of positions for persons with two years of college to work in public assistance payments. With the separation of services from assistance payments, the need for a payments technician may emerge. Preparation for this worker type may take the form of two year community college programs combining both business administration and human services content. These are some of the examples of recent developments in Florida. Since the utilization of the technician is very new and quite limited nationwide, there is a dearth of evaluative research on this new worker type.

The "Generalist" Worker

Another worker type that has been around for a number of years, but that is now coming into prominence is the undergraduate social welfare major (BSW).** Undergraduate programs in social welfare have been in existence for at least thirty to forty years, however the decade of the 60's saw a most dramatic increase in excess of 160 percent as compared to graduate program increases of only about 20 percent.[7]

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*The Department of Health and Rehabilitative Services is Florida's umbrella agency which includes the Divisions of Family Services, Mental Health, Mental Retardation, Youth Services, Vocational Rehabilitation, Corrections and Health.

**Most universities do not actually award a Bachelor of Social Work Degree but rather a B.A. or B.S. with a major or minor in social welfare, however for the purposes of this article the undergraduate social welfare major will be referred to as a B.S.W.

For the most part curricula is more general at the undergraduate university level than at the two year community college level. As a result the undergraduate social welfare major is now being viewed as the new "generalist." He is prepared to either continue his education in a graduate program or to enter the job market in a variety of practice fields.

Although BSW's have been employed by a variety of social welfare organizations for a number of years, little differentiation has been made between the BSW and the variety of other incoming baccalaureate personnel. One survey in 1970 indicated that the BSW is generally more productive and requires less supervision than the BA, but there was little difference noted in the degree of creativity.[8] Traditionally qualifying exams have been structured to measure general education and the BSW has been given no preference. In-service training programs have generally been the same for both the BSW and the BA from other academic backgrounds and work assignments have been made indiscriminately. The BSW has generally failed to receive special job consideration in either selection or promotion.

It appears that there is now an increasing awareness of the competencies of the BSW. Through the efforts of such organizations as the Southern Regional Education Board and by virtue of new program development in universities, human service agencies are taking more notice of this worker type. In their most recent publication on this subject SREB notes that "most agencies no longer regard the baccalaureate level worker (BSW) as a temporary, untrained worker. Job descriptions are being refined especially for this level of worker . . ."[9]

New Roles for the MSW

With the advent of the new worker types previously described, the Master's Degree holder in social work is faced with the prospect of dramatic role shifts. Many agencies have discovered that paraprofessionals and BSW's can deliver direct services to clients and appear to have greater interest in assuming client advocacy roles than the traditionally trained MSW caseworker. Grosser points out: "The provision of service by means of a small specially trained professional elite is viable for limited programs. But this method cannot possibly be effective in programs providing massive benefits."[10] Another example of this trend is taken from a *New York Times* article about one year ago which announced the discontinuance of family casework and individual counseling services by the cities' oldest private social agency and their plan to refocus attention on the coordination of community services and client advocacy.[11] The very changes in agency programming that are surfacing the need for new worker types are causing us to critically reexamine the role of the MSW.

The process of supervising staff is being reexamined and being viewed as a mid-management position embracing the roles of administrator, consultant, and teacher. More emphasis must be placed on preparing the MSW to teach, both within the context of agency staff development and within the growing number of two year community college programs. As continuing education becomes a viable mechanism to career advancement the phenomenon of shared staff time between agencies and educational institutions takes on a new importance. In addition to these new or at least reconceptualized roles, several other roles become important. With the emphasis on rapid programmatic change in agencies, more graduate trained social workers are assuming administrative and planning positions.

Personnel Planning

As agencies begin the job of planning for the recruitment of new personnel, there is an equal need for educators to become involved in bringing their expertise to bear on analyzing existing jobs and designing new jobs. Agency personnel directors will be in need of such expertise in order to better train their staff as well as increase manpower utilization through more effective job functioning. In addition, there is continuing need to design systems for evaluating job performance so that individual workers not only can recognize the opportunities for advancement but also employers can determine the manpower resources that they have in order to put the right man in the right job.

An important prerequisite to personnel planning involves the exchange of information. By this we mean that agency personnel must become more acquainted with the campus based programs and in particular the curriculum being utilized. At the same time, educators need to be exposed to on-going agency programming and in particular the new redesign of services.

An important byproduct of the involvement of educators and agency personnel in job development is the increasing need for staff development programs. This is an important new area of agency programming which has failed to receive sufficient attention. In-service training programs have traditionally been oriented towards providing new workers with an orientation to existing agency practices. It is only in rare instances that staff development programs have included specialized sessions for training supervisory personnel. The planning of staff development programs is a unique opportunity to again bridge the gap between the campus and the agency. Involvement by educators in such program development with agency personnel should provide new directions for looking at increasing worker competencies and providing career mobility. Such joint planning will help delineate those areas of training which are best carried out on the college or university campus and those areas best suited for agency in-service training programs.

An important new development which has received attention on university campuses is the new technology of computer assisted instruction. This new technology has implications not only for teaching on campuses but also teaching in the agencies. This is a primary example of how technology developed in one area can be transferred into another. Joint planning in the area of staff development would provide a mechanism for determining the use of computer assisted instruction in agency in-service programs. It is conceivable in the not too distant future to envision the creation of statewide agency in-service training programs which use a computer, allowing workers to increase their skills by participating on a computer terminal in their own agency. Such a program might originate on a university campus or an agency central office and be transmitted throughout the state. The same approach includes the medium of close-circuit television to provide lectures and visual demonstrations of new approaches to service delivery.

Involving Everyone

We have devoted a great deal of attention in this monograph to the need for educators to communicate among themselves in building a curriculum continuum from the community college through the graduate school. This continuum needs to be operationalized not only in specifying the curriculum objectives at each level but also the administrative articulation that is needed for students to be able to move from one level to another. We have directed our attention to student evaluations of both their curriculum and the employment situation as they see it. We have demonstrated also through the community college - staff development internship project that new linkages can be built between the campus and the agency in the area of joint training.

While agency personnel have been heavily involved in developing new programs and making programs more relevant for the clients that they serve, we have generally overlooked a major group of people who must be considered in our planning the years ahead. Reference is made here to the increased need to involve minority group members in all facets of planning services, personnel systems, and staff development programs. Representatives from minority groups must be recruited to our colleges and universities not only as students but also as faculty members. At the same time, agency personnel must begin to direct their attentions toward increased recruitment of minority group members for all levels of job performance. The growing interest in recruiting paraprofessional personnel has included the hidden agenda of also involving more minority group representatives in the staffing patterns of our agencies.

Agency personnel and educators must become more aware of the career needs of all workers. In this regard, greater attention needs to be devoted to the development of career profiles for each worker which would represent a significant shift in policy from total concern with agency programming to a shared concern with both programming and personnel development. Career opportunities must be developed through career lattices in which workers are made aware of the opportunities they have to advance themselves up the career ladder as well as across the career ladder into other fields of human services.

The key payoff to joint planning between educators and agency personnel is the increased opportunity for employees to improve services to clients as well as improve themselves in terms of their career. If we focus on both of these concerns, we will not only increase the quality and quantity of our services but we will also improve the morale of agency personnel and hopefully reduce job dissatisfaction resulting from blocked career opportunities.

NOTES

[1] Kurzman, Paul A. "The New Careers Movement and Social Change," *Social Casework*, Volume 51, Number 1, January, 1970.

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